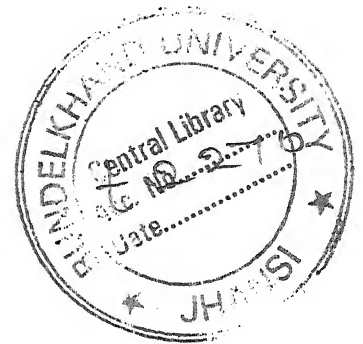


**A STUDY
OF TEACHING APTITUDE AND JOB SATISFACTION
OF TEACHERS IN RELATION TO THE ACADEMIC ACHIEVEMENT
OF THEIR STUDENTS**

(Based On Junior High School Teachers and their Students of Chitrakoot District)

Thesis
Submitted for the Degree of
Doctor of Philosophy
in Education



To

Bundelkhand University, Jhansi

2006

Under the Supervision of

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Dean, Faculty & Education
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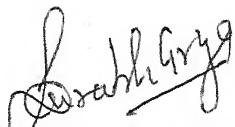
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DECLARATION

I, Saurabh Arya, declare that the thesis entitled "A Study of Teaching Aptitude and Job-Satisfaction of Teachers in Relation to the Academic Achievement of their Students", submitted for the degree of Doctor of Philosophy in Education to Bundelkhand University, Jhansi, is my own unaided efforts except for the guidance received from my supervisor honourable Prof. D.S. Srivastava, time to time and the references to the earlier works that have been duly acknowledged.

Atarra (Banda)

Dated : 31/10/2006


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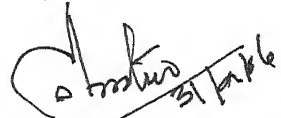
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CERTIFICATE

This is to certify that the Thesis entitled "A study of Teaching Aptitude and Job-Satisfaction of Teachers in Relation to the Academic Achievement of their Students," being submitted by Saurabh Arya for the Degree of Doctor of Philosophy in Education to Bundelkhand University, Jhansi, has been completed under my guidance and supervision. The thesis complies the ordinance of Bundelkhand University, Jhansi and He has presented himself in research center more than 200 days.

The thesis is his original work. The presentation of the subject matter manifests a new line of approach and direction in research.

Dated :


(Prof. D.S. Srivastava)

PREFACE

The education has dominant role in functioning of democratic set-up of Indian Republic. The importance of education was accepted and acknowledged in India in every time. But when we think of education as essential for our existence and prosperity, our attention is focussed on the 'Teacher' who is the master key of the educational process. The role of teachers on their pupils is acknowledged everywhere and everytime.

On the observation and research findings in this field, it is a well known fact that the traits, aptitudes, interests, attitudes and other personality factors of the teacher influences directly or indirectly the personality of the taught.

In view of the importance of the quality teachers, it is considered useful to undertake the present research project, "A Study of Teaching Aptitude and Job-Satisfaction of Teachers in relation to the Academic Achievement of their Students."

It is my pleasure to express my indebtedness and deep sense of gratitude to Prof. D.S. Shrivastava, Director, Institute of Education, Bundelkhand University and Dean, Faculty of Education, Bundelkhand University for his valuable guidance, keen interest and constant encouragement throughout the progress of research.

I show heartfelt gratitude to Prof. R.P. Shrivastava, who inspired me to make this research work. He not only helped me to complete my research work but also encouraged me and provided his valuable suggestions, from time to time.

I am specially thankfull to my uncle Shri Onkar Nath Srivastava who always motivated me to complete my research work in time.

I am grateful to my uncle Shri Rama Shankar Shrivastava, Dr. Raj Narayan Singh, Mahila Mahavidyala Banda and Mr. V.K. Menon, Head, Department of Teacher Education Pt. J.N. Post Graduate College Banda, who helped me time to time.

I am very much thankful to Block Resource Center officials and teachers who cooperated with me in my data collection from their respective schools.

Thank also to my colleagues, friends and well wishers for their advice in the present research.

I record my obligation to the Librarians of all the institutions for providing facilities to refer books and journals.

I am grateful to my sister Dr. Mudita Khare and my brother in law Mr. Deepak Khare for providing necessary cooperation and providing their valuable suggestions.

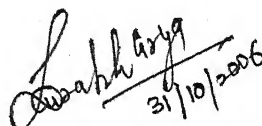
I am extremely thankful to my brother Gaurav Arya, Lecturer (Shabari Smarak Mahavidyalaya, Badokhar, Allahabad) who is also making research work in History. He provided me valuable suggestions and helped me to complete this research work.

My heartiest thanks goes to my wife Mrs. Kiran Srivastava, who provided all the facilities by sparing me from my household responsibilities.

My special thank goes to my little children Nishtha & Nishchal who allowed me to study without disturbing me.

The acknowledgment can not be completed, without expressing my heartiest gratitude to my mother Smt. Sunanda Srivastava whose inspiration and wishes have always been beacon light to me, in all my undertakings.

In the end my thanks to all the authors from whose works I have quoted in the thesis and 'Shri Printers' Banda who helped me to frame beautifully my research work.


(Saurabh Arya)
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INDEX

CHAPTER - 1	CONCEPTUAL FRAMEWORK	1-39
1.1	Introduction	2-8
1.2	Explanation, Need & Importance	9-16
1.3	Variables	17-27
1.3.1	Aptitude & Teaching Aptitude	17-22
1.3.2	Job-Satisfaction	22-25
1.3.3	Academic Achievement	25-27
1.4	A brief Review of Related Literature	28-37
1.5	Objectives	38-39
CHAPTER- 2	METHODOLOGY	40-50
2.1	Hypothesis	41-42
2.2	Sample	43-45
2.3	Tools	46-49
2.4	Research Designs	50
CHAPTER- 3	ANALYSIS AND INTERPRETATION	51-127
3.1	Teaching Aptitude of Teachers	53-80
3.2	Job Satisfaction of Teachers	81-108
3.3	Academic Achievement of Students	109-115
3.4	Comparative Study : Teaching Aptitude & Academic Achievement	116-121
3.5	Comparative Study : Job Satisfaction & Academic Achievement	122-127
CHAPTER - 4	RELATIONSHIP & COMPARISON	128-157
4.1	Relationship between Teaching Aptitude & Job Satisfaction	129-131
4.2	Comparison of Teaching Aptitude and Job Satisfaction	132-134
4.3	Comparisons of Different Groups in Teaching Aptitude	135-142
4.4	Comparisons of Different Groups in Job Satisfaction	143-150
4.5	Comparisons of Different Group in Academic Achievement	151-157

CHAPTER - 5 CONCLUSIONS & SUGGESIONS	158-166
5.A CONCLUSIONS	159-164
5.A.1 Relationship between Teaching Aptitude and Job Satisfaction.	160
5.A.2 Conclusions on Teaching Aptitude	160-161
5.A.3 Conclusions on Job Satisfaction	161
5.A.4 Conclusions on Academic Achievement	162-163
5.A.5 General Conclusions	163-164
5.B SUGGESIONS	165-166
5.B.1 For further Research	165
5.B.2 For Teachers, Students and Parents	165-166
5.B.3 For Administrators and Other Connected Social Agencies	166
REFERENCES	167-180
APPENDIX	

LIST OF TABLES

Table No.	Particulars	Page No.
1	Sample Consisting of Teachers	45
2	Sample Constistinuog of Students	45
3A	Frequency Distribution of TAT Scores of Whole Sample	53
3B	Central Tendency and Variability of TAT Scores of Whole Sample	53
4A	Frequency Distribution of TAT Scores of Male Teachers	56
4B	Central Tendency and Variability of TAT of Male Teachers	56
5A	Frequency Distribution of TAT Scores of Female Teachers	58
5B	Central Tendency & Variability of TAT Scores of Female Teachers	58
6A	Frequency Distribution of TAT Scores of Science Teachers	60
6B	Central Tendency & Variability of TAT Scores of Science Teachers	60
7A	Frequency Distribution of TAT Scores of Male Science Teachers	63
7B	Central Tendency & Variability of TAT Scores of Male Science Teachers	63
8A	Frequency Distribution of TAT Scores of Female Science Teachers	65
8B	Central Tendency & Variability of TAT Scores of Female Science Teachers	65
9A	Frequency Distribution of TAT Scores of Arts Teachers	67
9B	Central Tendency & Variability of TAT Scores of Arts Teachers	67
10A	Frequency Distribution of TAT Scores of Male Arts Teachers	70
10B	Central Tendency & Variability of TAT Scores of Male Arts Teachers	70
11A	Frequency Distribution of TAT Scores of Female Arts Teachers	72
11B	Central Tendency & Variability of TAT Scores of Female Arts Teachers	72
12A	Frequency Distribution of TAT Scores of the Teachers having High Teaching Aptitude	74

Table No.	Particulars	Page No.
12B	Central Tendency & Variability of TAT Scores of the Teachers having High Teaching Aptitude	74
13A	Frequency Distribution of TAT Scores of the Teachers having Low Teaching Aptitude	76
13B	Central Tendency & Variability of TAT Scores of the Teachers having Low Teaching Aptitude	76
14	Frequency Distribution of TAT Scores of Different Groups of Teachers	78
15	Central Tendency & Variability of TAT Scores of Different Groups of Teachers	79
16A	Frequency Distribution of Job-Satisfaction Scores of Whole Sample	81
16B	Central Tendency & Variability of Job-Satisfaction Scores of Whole Sample	81
17A	Frequency Distribution of Job-Satisfaction Scores of Male Teachers	84
17B	Central Tendency & Variability of Job-Satisfaction Scores of Male Teachers	84
18A	Frequency Distribution of Job-Satisfaction Scores of Female Teachers	86
18B	Central Tendency & Variability of Job-Satisfaction Scores of Female Teachers	86
19A	Frequency Distribution of Job-Satisfaction Scores of Science Teachers	88
19B	Central Tendency & Variability of Job-Satisfaction Scores of Science Teachers	88
20A	Frequency Distribution of Job-Satisfaction Scores of Male Science Teachers	91
20B	Central Tendency & Variability of Job-Satisfaction Scores of Male Science Teachers	91

Table No.	Particulars	Page No.
21A	Frequency Distribution of Job-Satisfaction Scores of Female Science Teachers	93
21B	Central Tendency & Variability of Job-Satisfaction Scores of Female Science Teachers	93
22A	Frequency Distribution of Job-Satisfaction Scores of Arts Teachers	95
22B	Central Tendency & Variability of Job-Satisfaction Scores of Arts Teachers	95
23A	Frequency Distribution of Job-Satisfaction Scores of Male Arts Teachers	98
23B	Central Tendency & Variability of Job-Satisfaction Scores of Male Arts Teachers	98
24A	Frequency Distribution of Job-Satisfaction Scores of Female Arts Teachers	100
24B	Central Tendency & Variability of Job-Satisfaction Scores of Female Arts Teachers	100
25A	Frequency Distribution of Job-Satisfaction Scores of the Teachers having High Job-Satisfaction	102
25B	Central Tendency & Variability of Job-Satisfaction Scores of the Teachers having High Job-Satisfaction	102
26A	Frequency Distribution of Job-Satisfaction Scores of the Teachers having Low Job-Satisfaction	104
26B	Central Tendency & Variability of Job-Satisfaction Scores of the Teachers having Low Job-Satisfaction	104
27	Frequency Distribution of Job-Satisfaction Scores of Different Groups of Teachers	106

Table No.	Particulars	Page No.
28	Central Tendency & Variability of Job-Satisfaction Scores of Different Groups of Teachers	107
29A	Frequency Distributon of Academic-Achievement Scores of Students in Whole Sample	109
29B	Central Tendency & Variability of Academic-Achievement Scores of Students in Whole Sample	109
30A	Frequency Distributon of Academic-Achievement Scores of Boys	112
30B	Central Tendency & Variability of Academic-Achievement Scores of Boys	112
31A	Frequency Distributon of Academic-Achievement Scores of Girls	114
31B	Central Tendency & Variability of Academic-Achievement Scores of Girls	114
32A	Frequency Distributon of Academic-Achievement Scores of the Students as taught by High Teaching Aptitude Teachers	116
32B	Central Tendency & Variability of Academic-Achievement Scores of the Students as taught by High Teaching Aptitude Teachers	116
33A	Frequency Distributon of Academic-Achievement Scores of the Students as taught by Low Teaching Aptitude Teachers	118
33B	Central Tendency & Variability of Academic-Achievement Scores of the Students as taught by Low Teaching Aptitude Teachers	118
34A	A Comparative Study of Frequency Distribution of Academic Achievement Scores of Students as taught by the teachers having High & Low Teaching Aptitude	120
34B	A Comparative Study of Central Tendency and Variability of Academic Achievement Scores of Students as taught by the Teachers having High & Low Teaching Aptitude	120

Table No.	Particulars	Page No.
35A	Frequency Distribution of Academic Achievement Scores of the Students as taught by the Teachers having High Job Satisfaction	122
35B	Central Tendency and Variability of the Academic Achievement Scores of the Students as taught by the Teachers having High Job Satisfaction	122
36A	Frequency Distribution of Academic Achievement Scores of the Students as taught by the Teachers having Low Job Satisfaction	124
36B	Central Tendency and Variability of the Academic Achievement Scores of the Students as taught by the Teachers having Low Job Satisfaction	124
37A	A Comparative Study of Frequency Distributionu of Academic Achievement Scores of the Students as taught by the Teachers having High and Low Job-Satisfaction	126
37B	A Comparative Study of Central Tendency and Variability of Academic Achievement Scores of the Students as taught by the Teachers having High & Low Job Satisfaction	126
38	Showing the Coefficient of Correlation between the Scores of Teaching Aptitude and Job-Satisfaction for Whole Sample	129
39	Showing the Coefficient of Correlation between the Scores of Teaching Aptitude and Job-Satisfaction of Male Teachers	130
40	Showing the Coefficient of Correlation between the Scores of Teaching Aptitude and Job-Satisfaction of Female Teachers	131
41	Comparison of Teaching Aptitude and Job-Satisfaction of Whole Sample	132
42	Comparison of Teaching Aptitude and Job-Satisfaction of Male Teachers	133

Table No.	Particulars	Page No.
43	Comparison of Teaching Aptitude and Job-Satisfaction of Female Teachers	134
44	Comparison between Male and Female Teachers in Teaching Aptitude	135
45	Comparison between Science and Arts Teachers in Teaching Aptitude	137
46	Comparison between Male and Female Science Teachers in Teaching Aptitude	139
47	Comparison between Male and Female Arts Teachers in Teaching Aptitude	141
48	Comparison between Male and Female Teachers in Job Satisfaction	143
49	Comparison between Science and Arts Teachers in Job-Satisfaction	145
50	Comparison between Male & Female Science Teachers in Job-Satisfaction	147
51	Comparison between Male & Female Arts Teachers in Job-Satisfaction	149
52	Comparison between Boy and Girl Students in Academic Achievement	151
53	Comparison between Academic Achievement Scores of the Students as taught by High Teaching Aptitude Teachers and as taught by Low Teaching Aptitude Teachers	153
54	Comparison between Academic Achievement Scores of the Students as taught by the Teachers having High Job-Satisfaction and as taught by the Teachers having Low Job Satisfaction	156

LIST OF FIGURES

Figure No.	Particulars	Page No.
1	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Whole Sample	55
2	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Male & Female Teachers	55
3	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Science Teachers	62
4	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Male & Female Science Teachers	62
5	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Arts Teachers	69
6	Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of Male & Female Arts Teachers	69
7	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Whole Sample	83
8	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Teachers	83
9	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Science Teachers	90
10	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Science Teachers	90
11	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Arts Teachers	97
12	Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Arts Teachers	97
13	Original and Smoothed Frequency Polygons on Academic- Achievement Scores of Students	111

Figure No.	Particulars	Page No.
14	Original and Smoothed Frequency Polygons on Academic-Achievement Scores of Boys & Girls	111
15	Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Whole Sample, Male & Female Teachers	136
16	Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Science and Arts Teachers	138
17	Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Male and Female Science Teachers	140
18	Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Male and Female Arts Teachers	142
19	Comparison of Mean and Standard Deviation (S.D.) on Job-Satisfaction Scores of Whole Sample, Male & Female Teachers	144
20	Comparison of Mean and Standard Deviation (S.D.) on Job-Satisfaction Scores of Science & Arts Teachers	146
21	Comparison of Mean and Standard Deviation (S.D.) on Job-Satisfaction Scores of Male & Female Science Teachers	148
22	Comparison of Mean and Standard Deviation (S.D.) on Job-Satisfaction Scores of Male & Female Arts Teachers	150
23	Comparison of Mean and Standard Deviation (S.D.) on Academic Achievement Scores of Whole Sample, Boy and Girl Students	152
24	Comparison of Mean and Standard Deviation (S.D.) on Academic Achievement Scores of the Students as Taught by the Teachers having High & Low Teaching Aptitude	155
25	Comparison of Mean and Standard Deviation (S.D.) on Academic Achievement Scores of the Students as Taught by the Teachers having High & Low Job Satisfaction	157

CHAPTER - 1

CONCEPTUAL FRAMEWORK

1.1 Introduction

1.2 Explanation, Need & Importance

1.3 Variables

1.3.1 Aptitude & Teaching Aptitude

1.3.2 Job-Satisfaction

1.3.3 Academic Achievement

1.4 A brief Review of Related Literature

1.5 Objectives

1.1 Introduction :

Since the beginning of ancient period till today if a study is made, it becomes clear that there is an important role of education in the development of human civilization. According to time and place changes have been taking place in the pattern of education, In India there was 'Gurukul' system in ancient days. There was a change in this pattern in medieval time and in the present age its pattern has been decided for allround development of the personality of human beings. Fundamentally there is no difference between human being and animal and human being is also a kind of animal. It is education which makes him (human being) different from animal. In his famous book 'Neeti Shatak' **Bhartahari** has said.

“विद्या विहीन पशुः समानः”

Education is a process which goes on through out the life and it helps the human beings in developing their personality according to the tradition of society, country and time.

"Education is defined as a process of development which consists of the passage of human being from infancy to maturity and the process by which he adopts himself gradually in various ways to his physical, social and spiritual environment"

- T. Raymont

Every human being takes birth with many talents. These talents are present in human being in undeveloped or a little developed form. Education prepares human beings suitable to the condition by developing these talents. In this context, **Mahatma Gandhi** has said.

"By education I mean alround drawing out of the best in child and man's body, mind and soul."

Every human being is an unit of the society. Therefore social qualities should be developed in all the human beings. Development of social qualities in human being is necessary for human being him self and the society both.

According to **Skinner** -

"Education is a process of socialization."

Thus education helps in the development of human being with the help of socialization.

Progress of society depends on the adjustment of human being. Therefore quality of benevolence, tolerance and mercy etc. should be developed in every human being. Every man must have the quality of making adjustment with others, only then welfare and progress of society is possible. There is an important role of education in proper development of these virtues.

Education is the basis of alround development of the nation. But alround development is possible only when there is a proper adjustment of education

with life. After independence, realizing the importance of education, Indian government have made many plans. According to 45th article of Indian constitution, it has been established, free and compulsory education should be provided to each and every child upto the age of 14 years.

Secondary education commission (1952-53) has kept three main aims before Indian republic -

"Three aims fit in democracy are (i) the training of character to fit the student to participate creatively as citizens in the emerging democratic social order (ii) the improvement of their practical and vocational efficiency so that they may help their part in building up the economic prosperity of their country and (iii) the development of their literacy, artistic and cultural interests which are necessary for self expression and for the full development."

- Secondary Education Commission (1952-53)

Going a step forward Education Commission 1964-66 (**Kothari Ayog**) has decided, education as basis of national security.

"No nation can leave its security only on the police and the army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures."

India is primarily an agricultural nation with large number of villages and it can not hope to become self-sufficient in food unless the farmers move

out of age long conservatism and increase food production with the help of science based general and agriculture education. Similarly, the economic growth can be achieved by educating the whole population in the new way of life, thought and work. Thus it is seen that the prosperity and development of India can come only with the help of good science based education related to the need and life of the Indian masses.

When we think of education as essential for our existence and prosperity envisaged by the nation, our attention is focussed on the 'Teacher' who is the master key and if well prepared and qualified, can unlock the doors of knowledge, as well as of material uplift of the people of India.

Mathur (1975) says, "No system of education and no technique of education can rise above level of its teachers. A system succeeds or fails, a technique proves useful or otherwise in the hands of the teachers who implement the same. It is therefore, the teacher who is the pivot of all work in education."

The long journey of a person from infancy to adulthood is accomplished with the help of the teachers. The first teacher of a child is mother, then his/her father and other family members. In the society other children, men, women coming in contact with the child, numerous other activities, inanimate objects and incidents happening in the community and society, all act as teachers for him/her. In schools the teachers teach the children, directing their

experiences and behaviors so as to enable them to develop and function according to the expectations of the community and society and according to the limitation of their capabilities.

According to **Josheph** (1929) the children learn the rudiments of living and though every such child is subject to the limitations of his home and neighbourhood he entered into and been subject to enormous range of experiences before he ever starts to school. Education does not begin with schooling. Schooling takes up the task long after it begins.

According to **Adams** the education is a bipolar process, where one's (teacher's) personality influences others (students). The interaction between the persons is full of feelings, the relationships which people develop are also full of feelings and are not devoid of emotions. In view of this the relationships with teachers are always linked with emotions. Our memories may be coloured some what by reactions we have for teachers which involve feelings which are pleasant or unpleasant, secure or fearful, positive or negative.

"A teacher effects eternity, he can never tell where his influence stops." So observed the philosopher, **Henry Adams** (1959). Psychologists and sociologists have revealed after thorough study and research that each of us achieves status and identity as a person on account of the influence of

significant persons with whom one is associated. Parents, family members, come under the primary group and influence our lives very significantly. The degree of influence depends on the duration of contact, quality, nature and psychological reaction between individuals concerned, "Teachers, therefore, may be significant person's in the lives of their student's and they may influence the developments of these students in important way." says **Grambs & Morris** (1964).

The teachers are of great variety and have various kinds of personalities and characters. Some are enthusiastic and some are apathetic. But it is certain that the influence of teachers on their students is great. Similarly it is also very difficult for a teacher to know for sure what aspect of his teaching or activities will be influential.

It is very difficult to say what exactly is the influence of ones personality over the things. But to develop and produce great individuals, the continued intervention of other humane and great personalities is essential. Here comes the function of teacher and it is why teachers and schools are necessary. Though **Evan Elich** speaks of 'deschooling society' and desires the abolition of the present systems of schools on account of various reasons, the influence that teachers exercise as important and significant persons can't be denied. It is impossible to avoid the influence of teachers.

Bode B.H. (1979) said, "Teacher is the most important element in education, it is true. Teacher can create and foster the spirit of open minded inquiry and an attitude of sympathetic yet critical interest in all matters of human concern which is the finest fruit of education."

Thus it becomes very significant that quality of education and its contribution to national development more or less, much depends on the quality of teachers, their competencies and character.

Hence, priority in the means and ways of recruitment must be evaluated so that only genuinely interested persons enter in the field of teaching profession. It is, on account of this, that it is essential to know how and what kind of qualities of teachers affect children in schools. There is a general belief that the teaching aptitude of teachers has close relationship with the student's academic achievement and if a person is satisfied with his job, he gives his best to the work and thus job-satisfaction is directly related to the performance. Satisfaction arises either directly or indirectly from work.

In this view, it is considered necessary to study scientifically the relationship between the teaching aptitude and job-satisfaction of teachers and its affect on their students' academic achievement. Such a study is also very important due to established correlation between teaching aptitude, job-satisfaction and student's academic achievement. This can work as a powerful criteria for the selection of teachers and can help the administrators in recruiting better teachers.

1.2 EXPLANATION OF THE PROBLEM :

Though there has been the importance of education in all the places and ages, its importance has become more and more necessary in the democratic society of today. Along with this, there is a great need of special kind of education for the development of science and technology. But it is felt that there is scarcity of suitable education and good teachers. In this reference it may be said that somewhere there is any defect in the selection of teachers and management of education. If there are good schools, good atmosphere in those schools, good material aids and able and expert teachers, there is no reason that our education is not impressive. This will cause the development of nation and society and feeling of happiness and prosperity will take place in human beings.

The teachers in the past, were the personalities who decided and guided the course of their times. During the Vedic period the teacher who was called 'Acharya' was 'God'. 'Fire' (Agni) and 'Indra' were two main Acharyas. Fire was called प्रणेता (having super knowledge), विश्ववेत्ता (a man having omni-knowledge) विश्वानि व्युनानि विद्वान् (Knowing various branches of knowledge) etc. Similarly, 'Indra' was called न त्व वां अस्ति देवता विद्वान् (There is no god intelligent like you), शिक्षानरः (Leader of teaching) etc. These adjectives given to 'Fire' and 'Indra' indicate that in those days they were assigned very high place in society. Their character and behaviour was of very high order. This made the status of the teacher in society very high, respectable and commanding.

The famous teachers like **Yagyawalkya, Vashishtha, Bhardwaj** and **Sandeepani** etc. in the East specially in India and **Socretes, Plato** and **Aristotle** in the West were very highly placed and respected in society so much so that they have become, immortal in the history of mankind. In our country the teacher was highly respected and worshipped for his knowledge, supreme guidance and worthy advice. The teacher, like God, was really omnipresent and omni-potent in the real sense. When we talk of **Ram** automatically we remember his great gurus **Vashistha** and **Vishwamitra** who shaped him. When we talk of **Chandra Gupta**, we can not forget **Chanakya**. Similarly when we talk of **Alexander**, his teacher **Aristotle** is there to be remembered. When we talk of **Shiwavji** automatically the name of **Samartha Guru Ramdas** comes to our mind. Every personality is the creation of some great teachers. Thus we see that the teacher is really most important. It is he who has shaped the destiny not only of persons but of the society and influenced the course of human beings, history of nations and of the world. In the field of spiritualism it was the teacher who guided and helped to realise the eternal truth. It is why **Kabir**, the great sage has expressed -

“गुरु गोविन्द दोऊ खड़े, काके लागूँ पाय।

बलिहारी गुरु आपकी, गोविन्द दियो बताय।।”

Hence the Guru has been regarded more than God because Guru shows the way to realize God. These were the old glorious days when the centre of education was spiritualism and the aim of human existence was to realize salvation and to unite with the 'Almighty' or God.

But with the changes and the progress of science and technology the materialistic view point has gained superiority in the world and the position and status of the teacher has fallen. Education is social service of a high order and is invaluable for the progress in life. The teacher today is no more a parallel to this counter-part of the ancient days. Now the teacher is assigned limited responsibilities in the present formal system and has become a bread earner like other workers trading in services. Like others in different walks of life, he is now trading in lectures and class room teaching to earn his bread to maintain and bring up his family. This has naturally degraded him and he has lost pedestal of great Guru. Our society is also responsible for this situation. Today a teacher has not to do only teaching work but also the election, census and so many other official and non-official works. Even at the primary level of government schools, there are no clerks to maintain different funds and no body to manage and operate various students welfare schemes like mid day meal, school building construction etc. These all works are being done by the teachers along with teaching. The moneyed and materialistic society also not pay him as much respect as he was paid in the ancient times. Now everything is viewed in terms of money which is the source of materialistic gains. Not only things but services are also now brought and sold on the basis of their practical and instant utility, making immediate gain the highest priority. The services of the teacher bear fruits after a long lapse of time, nearly after a generation, when there is explosion of knowledge. But no body and materialistic society is ready to wait for such a long time. All these various circumstances

have made teacher a subject teacher and that too of a particular class or section. The total impact of the personality of a teacher on student cannot be very clearly identified or analytically assessed as was the case in the post old days of great Gurus. The stature of the teacher has, therefore, shortened. His social behaviour, his philosophy and his hunger for money have lowered him in the eyes of students and the society both. He has also begun to shirk his responsibilities but there are some good teachers who are working as ideals and are receiving high respect but their number is very small.

The present world is changing very fast. Everybody, including Teacher wishing to live life effectively and fruitfully, has to keep up with this change. Keeping in view the present fast moving world of knowledge and scientific advancement, the teachers cannot afford to be unconcerned and unaware. The life in this changing situation with the mass media has made it imperative that one should be alert, critical and well informed. There is too much of international exchange of men and materials and the common man today participates in a wider cultural life. These and few other factors made necessary for teacher know the techniques of imparting education with the use of such mass media resources. This is why **Rao V.K.R.V.** has remarked that "More than building, libraries and laboratories, it is the technical competence and human qualities of teacher that play largest part in the case with which the student acquires knowledge, builds up skills and develops the right attitude to work and enterprise."

Thus it becomes very significant that quality of education and its

contribution to national development more or less, much depends on the quality of teachers, their competency and character.

The present world needs highly effective teachers which very much depends on Teaching Aptitude. The researcher believes that a teacher having high Teaching Aptitude can give best Academic Achievements to his students but here another factor of Job-Satisfaction also effects because only a job satisfied person can gives his best to his job. The efforts made so far to correlate knowledge, students opinion and opinion of administrators have not shown very high correlation and there are numerous difficulties in judging the teacher's effectiveness on the basis of these criteria. It is hoped that with the present study it will be possible to find out if there is high correlation between Teaching Aptitude, Job-Satisfaction with Academic Achievement. Such a knowledge will help tremendously the society and other concerned with the education of children and also for the selectors and admistrators.

Need and Importance :

Many studies measuring directly the qualities which are supposed to be associated with teaching success have been made in the United states of America. In one study, the Commonwealth teacher training study, a five year project directed by **W.W. Charters** and **Douglas Wapes**, a group of competent judges listed and defined eighty three teacher traits, and by grouping these

reduced the number to twenty-five. The list included the following traits : adoptability, attractive personal appearance, breadth of interest, carefulness, considerateness, co-operation, dependability, enthusiasm, fluency, forcefulness, good judgement, health, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, proptness, refinement, honesty, scholarship, self control and thrift.

Interesting results are obtained when pupils are asked what qualities they like in teachers. Studies show that pupils like teachers best who are helpful in school works, cheerful, happy, good natured, human friendly and companionable, who explain lessons and assignments clearly, using examples in their teaching, who can take a joke and have a sense of humour. Students also believe that the teachers are most effective who are exacting in standards of work, strict in marking and who explain lesson well, plan their work and know their subject thoroughly.

A study involving fifty training colleges in the United States of America reveals that the following factors were most frequently taken into consideration for the admission procedures : a minimum scholastic average, courses followed in school and college, health, performance on comprehensive examination, character, principal's rating and score in a teaching aptitude test. Professor Chothia has suggested that solution of the problem probably lies in the

direction of the new Gestalt psychology, one of the fundamental principles of which is that the whole is more than the sum of its parts. Instead of, as it were dissecting the teacher's personality into components and considering specific traits such as intelligence, social adaptability etc., the teacher's personality as a whole should be considered in relation to its impact on the personalities of the pupils.

To become effective and good teacher one requires various qualities but Teaching Aptitude is one of the potent and influential quality for a person desirous of becoming a good and effective teacher. Teaching Aptitude is considered to be very valuable criterion for becoming a good effective teacher. Generally when one does not possess the aptitude for any particular work, one does not take interest in that work or profession and so he or she fails to put necessary efforts in acquiring minimum requisites essential for the job. Similarly one is not satisfied with one's job, he or she can't give his or her best even having the best qualities for the job. Hence Aptitude and Satisfaction both are necessary to get best result from anyone.

It is seen that the persons who have done superbly very well in schools and colleges; do not always exhibit traits of good efficient teachers and those who have been mediocres academically often do very well as teachers in schools. It is also seen that there are teachers who used to dream of going in any other profession in their student life but in spite of high education and hard labour were not successful in getting their desired profession due to

social, economical or family reasons and become teachers unwillingly. They become the victim of depression. Consequently in spite of their ability and skill they are not successful in using their ability in the classroom teaching. Thus here Job-Satisfaction directly effects teaching effectiveness and hence Academic Acheivement of students.

It is therefore, natural that the researcher has considered it very essential to know the relationship among Teaching Aptitude, Job Satisfaction of Teachers and Academic Acheivement of students and correlation among them. To become effective and good teacher, one requires various qualities but Teaching Aptitude is one of the potent and influencial quality for a person desirous of becoming a good and effective teacher. The present research will give an idea whether the teachers having very high degree of Teaching Aptitude teach effectively or not. The present work will also help to know the effect of Job-Satisfaction of teachers on the Academic Achievement of their students.

These were the reasons which compelled the researcher to take up this research work, **'A study of Teaching Aptitude and Job-Satisfaction of teachers in relation to the Academic Achievement of their students.'**

1.3 DISCRIPTION OF VARIABLES :

1.3.1 Aptitude :

The term aptitude is generally used both by layman and by vocational psychologists and counsellors. This terms constantly used in different contexts and with different emphases. Its meaning varies not marely due to diverse usage but even according to speaking or writing of a given psychologist or educator.

In the dictionary of Education Aptitude is described a "Pronounced innate capacity or ability in a given line of endeavour such as a particular art, school subject or vocation."

H.C. Warren (1934) stated, Aptitude as

"A condition or set of characteristics, regarded as symptomatic of an individual's ability to aquire with training some (usually specified) knowledge, skill or set of responses such as the ability to speak a language, to produce music etc."

Thus the present condition or a pattern of traits, deemed to be indicative of one's potentialities are stressed here.

Bingham (1937) stated, "Aptitude, moreover, connotes more than potential ability in performance, it implies fitness, suitability for the activities in question."

According to **Super** (1949), Aptitude is not necessarily an entity but rather a constellation of entities, the set of characteristics which enable one person to learn something may even be different from that which enable another person to learn something.

According to **Haha and Maclean** (1955), Aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements.

Thus it is seen that, an Aptitude is that part of a person's mental equipment which gives him a special fitness for any kind of endeavour. Such an aptitude may be the result of either an innate endowment or of special training or both.

In short we can say that Aptitude are potentialities which can be trained in the special skills.

Teaching Aptitude :

Teaching Aptitude can be defined as one's success in teaching. This can be defined also as abilities, traits and qualities, that contribute towards success in teaching.

When we say that a person possesses an aptitude for teaching, it is presumed that he has a good proportion of traits required for becoming

successful teacher. The magnitude of these traits may differ from one person to another and even the number of traits possessed by each person may vary.

In life we see that the teachers who have left impression on their pupils are those who not only have knowledge on their subject but an infectious enthusiasm for it, not only a real liking for children in their classes but also a wise understanding of how to awaken their mind and win their cooperation and respect.

In the society and among the experts there are various misconceptions as to precisely what is required of a teacher. Planning and preparing daily notes or exercises, correcting pupils homework and classwork, keeping records, administering achievement tests, maintaining discipline, counselling with pupils, parents and other individuals on all sorts of educational, vocational and personal matters, participation in activities of school and community, continuously making efforts for professional advancement etc. various works, the teachers are supposed to do. Thus the teacher have to play various roles - role as an executive and administrator, role as an initiator, director and evaluator of learning experiences, role as a transmitter of values and standards of the culture and the community, role as a subject matter expert, disciplinarian, clerk, as co-curricular activities expert, role as an interpreter to the public, role as a mediator between parents and school etc. In addition to these roles the teachers are supposed to perform various psychologically oriented and self oriented roles.

The teachers have to perform various self oriented roles which make them different from people who perform other professional roles. Many, if not all, persons become teachers, as this profession offers them opportunities to help others, to build better world, or to give something of themselves to further the common good. 'Learner and Scholar' is another role which attracts many people to join the profession of teachers. Scholars are persons who are interested in study. They have interest and respect for books and ideas. Many people join the proffession of teaching because of their genuine interest in learning and enjoyment in reading. The most effective teachers are those who are able to grow not only in the knowledge of their subject but in their understanding of life both in and out of the classroom. For many teachers the classrooms are fascinating laboratories of life, where in they grow ability to understand more about their subject, more about their children and how they learn, and more about themselves as teachers and as individuals.

Still another role that distinguishes teachers from persons in other occupations is that of the 'Parent-figure'. Children tend to look upon teachers somewhat as they would upon a substitute parent. Their attitudes toward teachers tend to be some what similar to the attitudes they have toward their own parents, and they expect teachers to react and believe more or less as their paraents do. In addition to the 'parent figure' role the teachers have to play the role of the 'Power-seeker' as they have to control and direct students. Teaching is a job where power wielding i.e. directing, controlling, judging,

rewarding, punishing and limiting etc., is found to cope up with problems of classroom.

Many teachers have become attracted to the profession because it provides a high degree of financial and psychological security.

The list of roles described above does not constitute a complete catalogue, but it does reveal some of the ways in which teachers behave differently from other professional workers and it does provide some clues to the kind of satisfactions and frustrations, that the teachers find in their work.

Lindgren H. Clay (1960) stated, "teaching satisfies a broad range of basic human need. It provides opportunities to do work that is creative and important, to achieve status, to give something of oneself, to attain financial security, to make a contribution to the lives of children, and to attain greater personal growth." In view of this teaching ranks high in the estimation of great number of people.

George Herbert Palmer in his book 'The Teacher' had described four traits of a teacher -

- 1- Sympathetic imagination.
- 2- Broad background of knowledge.
- 3- Power to kindle interest to invigorate the productive activity of pupils as only a stimulating person can do and
4. Disinterestedness - indifference to praise and recognition.

The various roles that the teachers have to perform and the numerous qualities that **Palmer** has expected of teachers are indicative of the aptitude necessary for teaching profession.

A number of traits are required for being successful in teaching and this as a whole is called 'the aptitude for teaching'. Thus, the high or low aptitude for teaching is in proportion to the number of traits, possessed by a person.

The operational definition of the term, as used, such as Teaching Aptitude is not necessarily a entity but rather a contellation of entities like directing, controlling, judging, rewarding, punishing and limiting etc.

1.3.2 Job Satisfaction :

People spend a sizeable portion of their working life in their working environment. Thus on humanitarian grounds also this condition of their working life should be more or less pleasant, agreeable and fulfilling. Most of them have to work for economic reason, very few have the option as where to work. Under these constraints, people would find little satisfaction in their lives if the work place is not too congenial. Essentially, Job-Satisfaction is a person's attitude towards the job. Like any other attitude, it represents a complex assemblage of cognitions, emotions and behavioral tendencies.

Job Satisfaction has been defined by **Smith, Kendall and Hullin** (1969), "as an affective response to the facts of the situation.....associated with a perceived difference between what is expected and what is experienced."

"Job Satisfaction can also be viewed as a "physical affective state which arises in the individual as a function of the perceived characteristics of the job in his selection of his frame of reference." - **Sinha and Agarwal** (1971)

Every job has got some specific requirements. In case the particular job finds a suitable person cope with the requirement, the job flourishes and the man involved, enjoys Job-Satisfaction. In case it is not, the job does not progress and the man is dissatisfied.

In deep, it can be understand through this way as if there is "A round peg into round hole," it gives maximum satisfaction to the job which he or she undertakes. But it is found generally. "A square peg into the round hole; indicates the dissatisfaction among the incumbents.

Locks (1976) has defined Job-Satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

Job Satisfaction must be assumed to be the result of the operation of situational and personality variables so as to reveal the complex nature of the interactions of these two sets of factors. People's reports of their satisfaction with their jobs are, in fact, directly related to the extent to which their jobs provide them with such rewarding outcomes as pay, variety in stimulation,

consideration from their supervisor, a high probability of promotion and control over their pace of work.

Keeping in view the above conceptual framework, Job-Satisfaction has been taken as a summation of employee's feelings in four important areas. Two of these areas encompass on the job-factors, i.e. those directly connected with the job. The other two include off the job factors, i.e. not directly connected with the job but which are presumed to have bearing on Job Satisfaction. These areas are :

- (i) Job : Nature of work, hours of work, fellow workers, opportunities on the job, etc.
- (ii) Management : Supervisory treatment, participation, reward and punishment etc.
- (iii) Social Relation : Neighbours, friends and associates, attitude towards people etc.
- (iv) Personal Adjustment : Emotionality, Health, Home and living conditions etc.

Providing on the Job-Satisfaction is not a simple matter for two reasons: first, the principle difficulty lies in meeting needs for social contracts, self-expression and psychological security. Fulfilling each of these needs calls for the active participation and often the initiative of worker himself. Secondly, on the Job Satisfaction should arise only while men do the work that is necessary to meet company goals.

Satisfaction arises either directly or indirectly from the work. If a person is satisfied with his job, he gives his best to the work and thus Job-Satisfaction is directly related to the performance.

Most of the literature in economics and scientific management stresses financial, or off the job compensation. But behavioral scientists have insisted and this is one of their major contributions, that on the Job Satisfaction are also highly important.

The operational definition of the term, as used, such as Job-Satisfaction is the result of various attitudes possessed by an employee (teacher) towards his teaching profession. These attitudes are related to different areas of job as interesting chance for progress, use of ability, authority, co-workers, chance to be creative independence, social status, security, variety in teaching work, service conditions, personal recreation, moral values and identification.

1.3.3 Academic Achievement :

Academic Achievement means a person's level of skill, range or breadth of information and what he/she has accomplished in designated area of learning and behavior or in other words Academic Achievement means accomplishment or proficiency or performance of the students in various subjects of the curriculum.

According to the **Random House** dictionary of English language, Academic-Achievement has been defined some thing accomplished especially superior ability, special effort and great values.

According to **Wolman** dictionary of behavioral science, "Academic Achievement is the level of proficiency attained in scholastic work."

Good (1959) has defined it as knowledge obtained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both.

Kinkas and Others pointed out that Academic Achievement is an aspect of behaviour and an important aspect to students who are engaged in the process of education and it depends upon its degree of effectiveness for maximum performance. Generally the Academic Achievement is defined as the accomplishment the individual or the student in all school or college subjects.

According to **Crow & Crow**, "achievement means the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skill of knowledge has been acquired by a person from the training imparted to him."

The degree of positive effect that children feel about their own

performance would seem to be important not only in maintaining positive attitude towards school, Academic-Achievement and learning but also in promoting competence and self worth. Academic-Achievement helps in declaring examinees successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. It's a common practice now, to promote students from one class to another on the basis of Academic Achievement.

The students learn a no. of informations under the course prescribed in their classroom situations. Academic Achievement as such generally refers to the scores obtained in the annual examination. Now a days acquiring a degree/ diploma and obtaining a good job depends upon the Academic Achievement. Each student is expected to strive for success in school examination. This expectation is naturally obvious because students are supposed to score good marks (good performance in the Academic Achievement) in examination as ultimately their individual advancement depends more significantly on these scores. Thus Academic-Achievement is the synonym of academic performance and it cover knowledge, understanding and skill of the students.

The operational definition of the term, as used, such as Academic Achievement is the level of ability, attained by the students in school examination.

1.4 A Brief Review of the Related Literature

In India the post independence period is very important so for educational researches in universities and research institutes are concern. The Teaching Aptitude is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effect on the educational outcomes of class room teaching.

Studies of several types have been made in this connection in India and abroad. Some of which are worthy of mentioning here are as follows -

Early attempts to measure Teaching Aptitude in foreign countries :

Castlemen et al (1950) constructed an aptitude test for teacher based on traits judged necessary for success in teaching profession.

Henry Bowers at Normal School Stratford, Ontario has constructed and standardised the aptitude test for Elementry school teachers in training.

N.L. Bossing (1950) designed a Teacher aptitude test. The test used are

- (i) cadot teaching grades.
- (ii) Education grades.
- (iii) All academic grades exclusive of those in professional subjects.

Early Attempts to measure Aptitude for Teaching in India

Jyamma (1962) constructed a inventory for predicting teaching efficiency for the primary school teachers of Mysore state.

Shah (1965) also constructed an Teaching Aptitude test Aptitude test for Higher Secondary School teachers. The 120 items test was standardised on a sample of 530 school teachers of Basic Teacher training colleges of Bombay and Baroda.

Shrivastava (1965) developed the Teaching Aptitude test for primary and Junior high school teachers. The 150 items scale was standardized on a representative sample of Basic Training Institution of Vidarbha region.

Pandey (1968) also devised a tool for use of Teaching Aptitude test for selection of teachers in Hindi Medium institutions of teacher's education at primary school level.

Roy S. studied (1971) the teachers attitude and its relationship with teaching efficiency. The purpose of the study was to investigate into the possible nature of relationship among teachers attitude, teaching adjustment of teaching efficiency. Positive relationship between teacher's attitude and teaching efficiency was found thereby showing that superior efficiency

goes with favourable attitude and vice versa, it also affirmed that superior efficiency goes with good adjustment and vice-versa.

Upadhyay (1976) constructed and standardized a Teaching Aptitude test for secondary school teachers. He found the sex and socio-economic background were not related to this aptitude for teaching.

Saxena K. (1978-79) made a study of relationship between Teaching Aptitude and educational success of the pupils and teachers under B.Ed. training. She used T.A.T. standardized by **Dr. Jai Prakash and Dr. R.P. Shrivastava**. It was found that the Teaching Aptitude consists of curricular activities and community life services. The relationship between Teaching Aptitude and educational success is found to be low as educational success in connection with curricular activities and community life services are out of scope.

Tiwari G. (1983) constructed a Teaching Aptitude test for college teachers. She found that there is no significant difference between the male and female college teachers and science teachers have higher aptitude than the arts teachers.

Bhasin C. (1988) made a study about Teaching Aptitude and its relationship with Teaching Effectiveness. She found teaching aptitude has

significant positive correlation with teaching effectiveness. And the difference between Male and Female teachers was not significant in the area of Teaching Aptitude and Teaching Effectiveness.

Early Studies about Job Satisfaction of Teachers :

At various time the concept of Job-Satisfaction has been defined as dependent variable, an independent variable, a covariate and a moderator variable. The significance of work experience and how it affects attitudes and values about work is becoming increasingly clear.

Job-Satisfaction is the perception of internal responses (i.e. feelings). Job satisfaction consists of filtered art processed perceptions, perception filtered through the individual's system of norms, values, expectations and so forth.

Job-Satisfaction of a person is highly important to understand his interest about his current job, because it directly affects his performance.

Many researches in this concern have been made some of them are mentioning here as follows-

Shah K. (1982) made a sociological study about socioeconomic background of primary school teachers and job-satisfaction. Some of the major findings of the investigation were -

- (i) Most of the women teachers (88.2%) were satisfied with their job.

- (ii) Most of the teachers were dissatisfied with their low pay scales.
- (iii) Almost all the women teachers had a sense of satisfaction in performing the dual role of a housewife and a teacher.

Amar Singh (1985) correlated Job-Satisfaction among different professionals and he found the job-intrinsic variable correlated positively and significantly with Job-Satisfaction of professionals like teachers, engineers, doctors etc. But he also found no significant relationship between experience and Job-Satisfaction on the case of teachers and engineers.

Srivastava Shobha (1986) made a study of Job-Satisfaction and professional honesty of primary school teachers. She found high Job satisfaction and professional honesty among primary teachers. Female teachers were significantly higher in Job-Satisfaction and professional honesty as compared to male teachers.

Dixit M. (1986) made a comparative study of Job Satisfaction among primary school teachers and secondary school teachers. He found female teachers were more satisfied than male teachers both at the primary and the secondary levels.

Balwinder Kaur (1986) made as study about Job-Satisfaction of home

science Teachers. She found personal variables like age, intelligence socio-economic status etc. to be a correlate of Job Satisfaction while professional characteristics like experience, salary and qualifications did not act as a correlate of Job Satisfaction.

Rippe (1983) demonstrated that in case of teachers, high role conflict and role ambiguity are more strongly related to lower Job-Satisfaction than in case of admisters.

Gray (1985) noted that teachers, who were satisfied with their participation in decision making also perceived greater intrinsic and extrinsic Job Satisfaction and less role ambiguity than the teachers who were not as involved as they wanted to be in making decisions.

Agrawal V. (1983) found that stress, proneness, adjustment and Job-Satisfaction of principals combined together where found, to be significant predictors of their administrative effectiveness.

Sharma Y.K. (1999) found in his investigation the female teachers are more job satisfied than the male teachers in secondary school. He also indicated that the trained male and female teachers are better than untrained male and female teachers in the area of Job-Satisfaction.

Studies Related To Academic Achievement :

Academic Achievement of a student is generally referred to the scores obtained in the examination. There are various factors which affect Academic Achievement of a student like socio-economic status, individual differences, intelligence quotient (I.Q.) etc. Many researches of this concern have made in India and abroad, some of them are mentioning here as follows :

Early studies on Academic Achievement in Foreign Countries :

Guster (1962), **Ford** (1979) and **Learned and Muller** (1979) have found negative correlation between Academic Achievement and emotional control.

A negative correlation was found between Academic-Achievement and neuroticism by a group of several investigators, **Savages** (1966), **Butcher** (1969), **Eliot** (1972), **Bar** (1976).

The positive correlation was found between extraversion and Academic - Achievement in the studies of **Rudding** (1979), **Janson** (1973), **Walsh and Walsh** (1978)

Finlayson (1970) found negative correlation among Academic-Achievement, emotional-control and social-adaptability.

The negative correlation was also found between psychoticism and Academic-Achievement by **Mehryar, Khajavi and Hussni** (1973) and **Upmanyar et al** (1980). They also found that people who scored high on psychoticism were low on Academic Achievement.

Cockburn (1979) has found that boys scored higher than girls in maths and science subjects.

Agurero (1982) confirmed that there is a positive and significant relationship between self perception and Academic success.

Early Studies on Academic Achievement in India

Adisai G.A. (1978) found in his study that there existed significant difference between the students of high socioeconomic status and more creative thinking than the students from lower socio-economic status. He also found that high creative students had higher Academic Achievement.

Sudhir Kumar (1980) found in his study significant difference in the Scholastic Achievement between socially and economically backward and non-backward children, He also found high creatives have high scholastic achievement than low creatives.

Vijaylakshmi and Nair (1980) found significant difference between high and low creatives in Academic Achievement, High creatives are aspired for higher achievement than the low creatives. They do not find any sex difference.

Zargar Ali (1980) revealed that the high academic achievers had a high degree of verbal creativity whereas the low academic achievers had low degree of verbal creativity whereas the low academic achievers had low degree of

Bhadauria S.P. (1980) concluded that the gifted students showed significantly greater creative potential than the non gifted students. High creatives were significantly differed from low creatives in self confidence and Academic Achievement.

Ramanna Sood (1988) studied the cattells personality factors as predictors of Scholastic Achievement. He found that the children with higher super ego strength, self-assured, self-confident, protension, outgoing, emotionally matured and intelligent have high Scholastic Achievement.

Dixit S.K. (1989) revealed that certain personality factors are positively and significantly correlated with educational achievement. Out of these personality factors, self concept, level of aspiration and adjustment influence the achievement.

Bhogayata Chandrakant (1989) found positive and significant relationship between locus of control and Academic Achievement.

Chanda NK and Chandna Sunanda (1990) found in their study that creativity, values and Scholstic Achievement have significant correlation with creativity.

Nayak B.P. (1990) found significant difference in achievement motivation among high and low creatives. High creatives were more motivated for

Rajiv Kumar (1990) studied the children's curiosity, creativity the children's curiosity, creativity and Scholastic Achievement. The study reveals that there exists a significant positive relationship between curiosity, creativity and scholastic Achievement. He did not find any sex difference on these variables.

Kaur Parvinder (1990) studied, "The Relationship among Creativity, Intelligence and Academic Achievement in different subjects of grade X students," She reported that intelligence and Academic Achievement are related to creativity. She also found positive correlation between literature and verbal creativity.

Harikrishna M. (1992) studied the Academic Achievement of the student of higher secondary stage in relation to achievement motivation and SES. He found significant difference in Academic Achievement of students of high and low achievement motivation, but there was insignificant difference between students of high and low SES.

Lata Manju (1992) found insignificant difference in Academic Achievement in relation to performance of high school subjects of tribal boys and girls.

1.5 OBJECTIVES :

It is essentially admitted fact that objective for any investigation has got very important role to find out salient and adequate findings there of. The objectives of any investigation increase the knowledge and directs to find out the information regarding the unknown. By this the old theories are modified with present findings of the investigation. It is really true that the knowledge which has applicable utility is useless and meaningless.

The objective, as envisaged for the present study are to find out the operational meaning of the variables, to have to significant differences between the variables. The objective are so framed that the investigator may not go away from the path of researching purposes.

The main objectives under this study are as follow :

- (1) To find out the Teaching Aptitude of the both sections, Male and Female.
- (2) To ascertain the significant difference between Male and Female teachers in field of Teaching Aptitude.
- (3) To compare between teachers of both sexes in Teaching Aptitude.
- (4) To know Job-Satisfaction of the Male and Female teachers working in their respective schools.
- (5) To differentiate significantly between teachers of the both sexes in Job Satisfaction.

- (6) To compare between Male and Female teachers in the area of Job-Satisfaction.
- (7) To find out Academic Achievement of boy and girl students .
- (8) To differentiate significantly between boy and girl students in their academic performance.

CHAPTER- 2

METHODOLOGY

2.1 Hypothesis

2.2 Sample

2.3 Tools

2.4 Research Designs

Chapter- 2

METHODOLOGY

2.1 HYPOTHESIS :

Two important functions that a hypothesis serves in scientific inquiry are the development of theory and statement of theory and statement of parts of an existing theory in testable form. The research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables.

"A hypothesis is defined as a suggested answer to a problem."

- **Townsend J.C.**

"A hypothesis is a conjectural statement of the relation between two or more variables."

- **Kerlinger F.N.**

In experimental research, the researcher is interested in making predictions about the outcome of the experiment or what the result expected to show and therefore the role of hypothesis is considered to be of utmost important.

There are three types of hypothesis statement :

- (1) Affirmative statement
- (2) Negative statement and
- (3) Null Hypothesis

The affirmative hypothesis were used for the present research work:

1. Female teachers are found better than Male teachers in the field of Teaching Aptitude.

2. There is a significant difference between the Male and Female teachers of the sample in the area of Teaching Aptitude.
3. Female teachers are found better than Male teachers in the area of Job-Satisfaction.
4. There is a significant difference between the Male and Female Teachers of the sample in the field of Job-Satisfaction,
5. Girl students are found better than Girl Boy students in the field of Academic Achievement.
6. There is a significant difference between Boy and Girl students in the field of Academic Achievement.
7. There is a significant impact of Teaching Aptitude of the teachers on student's Academic Achievement.
8. There is a significant role of teacher's Job-Satisfaction on student's Academic Achievement.

2.2 Sample :

"Sample is a part of a population which for the purpose, is taken as representative of the whole population, so that certain conclusion based on the sample will be valid for whole population."

(English and English)

According to **Young**, "A sample is the micro picture of whole group." When we select some of the elements with the intention of finding out something about the population we refer to that group of elements as a sample. - **(Selltiz, 1959)**

Sampling is the process by which subset of persons from a longer set is drawn and studied in order to make inference about the characteristics of the larger population. Moreover Sampling is the science and art of controlling and measuring the reliability of useful statistical information through the theory of probability. The bias is simply equal to the difference between the expected value of the estimates and the true value being measured.

The main forms of the sampling are:

1. Randomal Sampling
2. Stratified Sampling
3. Double sampling
4. Systematic sampling and
5. Cluster sampling

The study under investigation, has involved the technique of Randomal sampling. A sample drawn at random is an unbiased

sample in the sense that no member of the population has any more chance of being selected than any other member.

For the purpose of present study the population lies in Chitrakoot District. This district consists of 5 blocks as :-

1-Chitrakoot 2-Manikpur 3-Mau 4- Pahadi 5- Ramnagar.

Out of 5 blocks, only 4 blocks are selected on the basis of randomization. These are

1-Chitrakoot 2- Manikpur 3- Mau 4- Pahadi.

In this study 160 teachers have been taken from 54 schools on the basis of randomization. All the schools are located in rural areas. Only government schools run by Basic Shiksha Parishad are included for the collection of data. It has been noticed that female teachers are not available in good number in the schools. Hence in the sample the number of male and female teachers is different.

All the teachers and students of class VIIIth are taken for the purpose of study from each school which is selected as sample from the population. The students, 565 boys and 510 girls, 1075 in total are taken for the study. The figures are shown in the following table.

TABLE- 1**Sample consisting of teachers**

S.No.	Name of the Block	No. of the teachers taken								
		Male			Female			Total		
		Science	Art	Total	Science	Art	Total	Science	Art	Total
1	Chitrakoot	12	22	34	6	16	22	18	38	56
2	Pahadi	11	20	31	4	11	15	15	31	46
3	Mau	6	16	22	1	4	5	7	20	27
4	Manikpur	6	12	18	4	9	13	10	21	31
Total		35	70	105	15	40	55	50	110	160

TABLE - 2**Sample consisting of Students**

S.No.	Name of The Block	No. of the Students taken		
		Boys	Girls	Total
1	Chitrakoot	129	119	248
2	Pahadi	215	117	332
3	Mau	110	141	251
4	Manikpur	111	133	244
Total		565	510	1075

2.3 **Tools :**

Suitable tools have the way for successful accomplishment of the objectives of the study and the collection of pertinent data. The selection of tools for a particular study depends upon various consideration such as the objectives of the study, the amount of time at the disposal of the researcher, availability of suitable tests, type of sample and the like.

"A good psychological test is a good tool of collection of data as it provides objective method of observation or measuring behaviour. It is a standardized instrument designed to measure objectively one or more aspect of total personality."

- (Freeman 1965)

In all type of behavioural investigations objective methods are used. "Objective method of observation are those in which any one following the prescribed rules will assign the same numerals to object and sets of objects as any one else. An objective procedure is one in which agreement among the observers is at a maximum."

- (Kerlinger 1968)

For the present investigation the following psychological tools are used.

- 1- **Teaching Aptitude Test** - Dr. Jaiprakash and Dr. R.P. Srivastava.
- 2- **Job Satisfaction Test** - Dr. S.K. Saxena
- 3- **Academic Achievement Scores** -

Academic Achievement Scores are based on the 8th Board Examination 2003 organized by Basic Shiksha Parishad.

1. Teaching Aptitude Test :

This test is meant for measuring the aptitude towards teaching profession. The scale has 10 sub-tests and total of 150 items. Each sub-test contains 15 items. There is no time limit for the test but generally

the examinees complete it within 30 minutes. The test has the following area belonging to each of the ten sub-tests :

(i) Co-operative Attitude : This trait has been used for measuring the co-operative attitudes of the teachers towards their taughts, society and the nation. This trait is an essential link for the relationship between the teacher and the taught, the school and the community, and the society and the nation.

(ii) Kindliness : The items under this area have been used with regard to the general and particular attention of the teacher which is to be devoted for full growth and development of the personality of the pupil and to remove the hurdles and handicaps in the way of growth and development of pupil.

(iii) Patience : The Patience is an important attribute of teacher's personality, as he very often meets such a critical situation which needs patience and tolerance on his part.

(iv) Wide Interest : The teacher is not suppose to stick to his work of teaching the subjects only but he is also an active participants in cocurricular activities outside the institution. He wants to see his taught growing physically, mentally, culturally, socially and in other aspects alike.

(v) Fairness : This element has been taken in the test to measure the fairness and impartiality of the teacher which are the most essential traits of the teacher's personality.

(vi) Moral Character : Moral status in the opinion of adults, specially concerning their adherence to the adult's standard, have been tried to see through the items constituting this area.

(vii) Discipline : Discipline and problems of conduct in the classroom and elsewhere, and the methods employed in dealing with the problems are contained in this area.

(viii) Optimism : This trait is more essential in the teacher's personality as he is supposed to be always optimistic.

(ix) Scholarly Tests : A teacher is always a student in the acquisition of knowledge. He is always thirstly for knowledge and as such items in this sub-test measure scholarly taste.

(x) Enthusiasm : Enthusiasm is an important element for the personality of good teacher. The importance of this trait has increased too much in the present age.

Reliability :

The reliability of the test was calculated by split-Half Method using Guttman and Spearman-Brown Prophecy formulae which yielded the coefficient of corelations as + .891 and + .91.

By Test-Retest method the reliability coefficient is found + .91. All these co-effients are high and therefore the test has a good reliability.

Validity :

The validity of the test was secured by computing a coefficient of correlation between score on 200 pupil teachers, was +.5. The obtained validity coefficient is quite satisfactory.

2. Job Satisfaction Test :

The Job Satisfaction scale for teacher's (Form-B for School Teachers) developed by Dr. S.K. Saxena and published by Agra Psychological Research cell ,Agra, is used to measure the Job-Satisfaction of teachers.

The questionnaire consists of 29 highly discriminating 'Yes-No' type items. There is no time limit for the questionnaire. However, it takes approximately 20 minutes to complete it.

Reliability :

The split-half reliability of the test applying Spearman- Brawn formula is found .95. By Test- Retest method the reliability coefficient is .75. All those coefficients are sufficient high to make the test reliable.

Validity :

The face validity of the measures is very high. The content validity is ensured as the items for which there has been 100% agreement amongst judges regarding their relevancy to the school teacher's Job Satisfaction are included in the questionnaire.

3. Academic Achievement :

Student's Academic Achievement scores are based on the 8th School Board Examination 2003 organized by Basic Shiksha Parisad. This board examination is more reliable as compare to any Home Examination.

Research Design :

Research design is the plan, structure and strategy of the investigation conceived so as to obtain answer to research questions and control variance.

Kerlinger (1964) has defined, " Research design tells us in a sense what observations to make, how to make and how to analyse the quantitative representations of observations," He further suggested that factorial design in the structure of research where two or more independent variables are juxtaposed in order to study their independent and interactive efforts on dependent variable.

RESEARCH DESIGN

Job Satisfaction	Teaching Aptitude			
	Group	High	Low	Total
		Teaching Aptitude	Teaching Aptitude	
	High Job Satisfaction			
	Low Job-Satisfaction			
	Total			

As mentioned, the research design, 2x2x2 and 3x3 are framed.

CHAPTER- 3

ANALYSIS AND INTERPRETATION

- 3.1 Teaching Aptitude of Teachers**
- 3.2 Job Satisfaction of Teachers**
- 3.3 Academic Achievement of Students**
- 3.4 Comparative Study : Teaching Aptitude & Academic Achievement**
- 3.5 Comparative Study : Job Satisfaction & Academic Achievement**

CHAPTER- 3**ANALYSIS AND INTERPRETATION**

Data collected from tests and experiments, often have the little meaning and significance until they have been rearranged to classify in a systematic way.

-Garrett

The investigator have used appropriate statistical techniques that made the maximum use of available relevant information in the light of hipoheses formulated for the present study.

The simplest form of representing research findings is the frequency distribution. or tabulation. Tabulation is a part of the technical process in the statistical analysis of data. The essential operation in tabulation is counting to determine the number of cases that fall into various categories. The collected data for each variable are being presented systematically and meaningfully.

3.1 Teaching Aptitude of Teachers

TABLE-3A

Frequency Distribution of TAT scores of whole sample

N- 160

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
195-209	4	2.5	160	100	2.67
180-194	4	2.5	156	97.5	9.33
165-179	20	12.5	152	95.0	21.33
150-164	40	25	132	82.5	37
135-149	51	31.9	92	57.5	36.67
120-134	19	11.9	41	25.6	27.33
105-119	12	7.5	22	13.75	12.67
90-104	7	4.4	10	6.25	7.33
75-89	3	1.9	3	1.9	3.33

TABLE -3 B

Central Tendency and Variability of TAT Scores of whole sample

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q ₁	Q ₃
Whole Sample	160	145	146	148	23.4	1.85	- .13	.09	133.7	160

In table (3a) the Frequency Distribution indicates the highest frequency 51 lies upon class-interval of (135-149) which is in the middle of the class-intervals and lowest frequency 3 lies upon (75-89). This indicates normal distribution of cases. 31.9% cases lies in the center and 2.5% in above and 1.9% cases lies in the lower class-intervals respectively. It shows that the sample is normally distributed.

Original and Smoothed Frequency Polygons on Teaching Aptitude Scores of whole sample is shown in Figure (1).

In table (3b) the Mean and Median scores are 145 and 146 respectively. The Mean score indicates that the teachers have average Teaching Aptitude according to the categories of this test. There is not much difference between Mean and Median, this also confirms the normal distribution of the frequency. Mode score of 148 lies upon (135-149) class-interval indicates maximum number of cases have achieved the scores within the middle class-intervals. S.D. is 23.4, Sk is - 0.13, and Ku is 0.09 which indicates normal distribution of sample. SEm. is 1.85. This indicates that there is not much variation within the scores. These values verify that the sample taken for study represent the true population.

Figure-1
Original and Smoothed Frequency Polygons on Teaching
Aptitude scores of Whole Sample

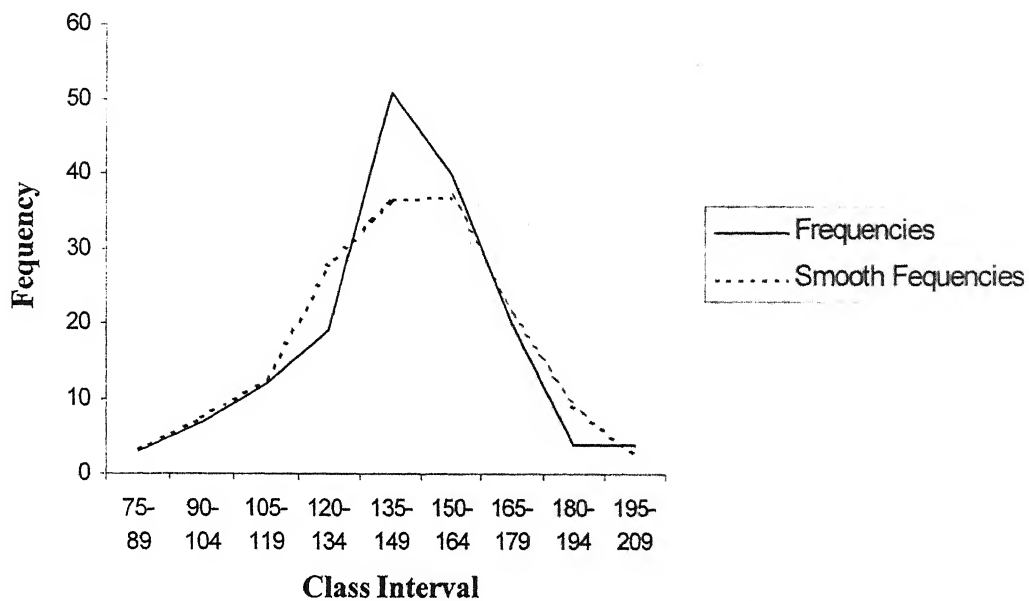


Figure-2
Original and Smoothed Frequency Polygons on Teaching
Aptitude scores of Male & Female Teachers

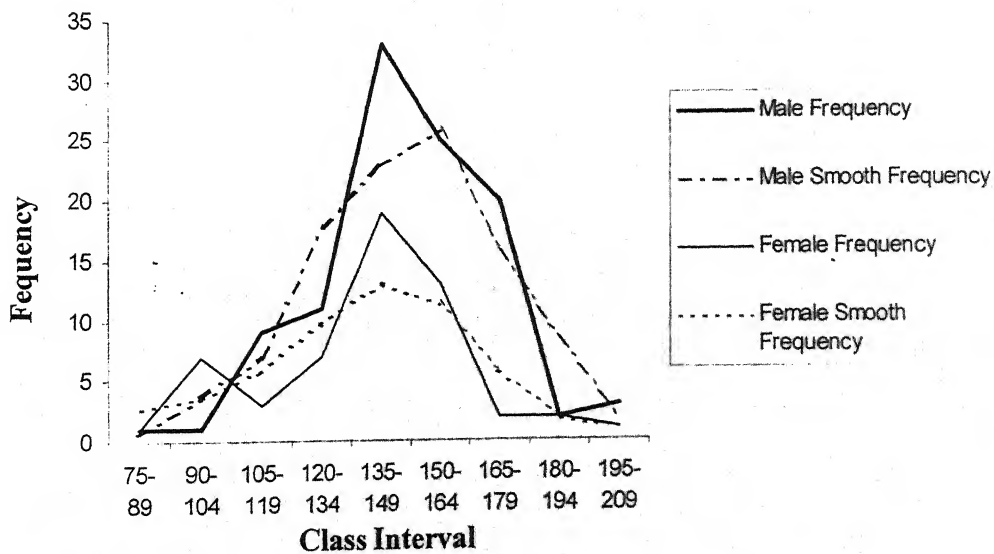


TABLE- 4A**Frequency Distribution of TAT scores of Male teachers****N-105**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	3	2.9	105	100	1.7
180-194	2	1.9	102	97.1	8.3
165-179	20	19.05	100	95.2	15.7
150-164	25	23.8	80	76.2	26
135-149	33	31.4	55	52.4	23
120-134	11	10.5	22	21	17.7
105-119	9	8.6	11	10.5	7
90-104	1	0.95	2	1.9	3.7
75-89	1	0.95	2	0.95	0.7

TABLE -4 B**Central Tendency and Variability of TAT of Male teachers****N-105**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Males Techers	105	148.7	148.4	147.8	21.7	2.12	0.04	0.24	136.4	163.8

Table (4a) indicates Frequency Distribution of Teaching Aptitude scores of male teachers. Highest frequency 33 lies upon (135-149) class-interval and lowest 1 lies upon (75-89) which indicates normal distribution of sample.

Central tendency & and Variability are shown in table (4b). The value of Mean, Median and Mode are 148.7, 148.4 and 147.8 respectively. There is not much difference between these values and all lie in the middle class-interval (135-149) which indicate normal distribution. The value of S.D. is 21.7 and SEm. is 2.12.

In Figure (2) the comparison of Teaching Aptitude Scores of Male & Female Teachers is shown through Original & Smoothed Frequency Polygons.

TABLE- 5A**Frequency Distribution of TAT Scores of Female Teachers**

N-55

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	1	1.8	55	100	1
180-194	2	3.6	54	98.2	1.7
165-179	2	3.6	52	94.6	5.7
150-164	13	23.6	50	90.9	11.3
135-149	19	34.6	37	67.3	13
120-134	7	12.7	18	32.7	9.7
105-119	3	5.5	11	20	5.7
90-104	7	12.7	8	14.6	3.7
75-89	1	1.8	1	1.8	2.7

TABLE -5B**Central Tendency & Variability of TAT Scores of female teachers**

N-55

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Female teachers	55	139	142	148	24.75	3.34	-0.36	0.24	125.4	154.4

Table (5a) and table (5b) show Frequency Distribution, Central Tendency and Variations on Teaching Aptitude scores of the Female teachers. Highest number of cases 19 lies in the middle i.e. 34.6% and lowest frequency 1 lies either sides of Frequency Distribution. This indicates normal distribution.

Mean is 139 and Median is 142. Both lie in the same class interval (135-149) in the middle which show normality of the distribution. S.D. is 24.75, SEm. is 3.34, Sk is - 0.36 and Ku is 0.24. These all values also indicate normal distribution.

CLASSIFICATION OF SCIENCE AND ARTS TEACHERS

As there are no separate Science and Arts classes of the students at Junior High School level, yet the teachers are appointed separately as Science and Arts teacher. In this respect a study regarding the both kinds of teacher is hereby made.

TABLE- 6A**Frequency Distribution of TAT scores of Science Teachers****N- 50**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	2	4	50	100	1.33
180-194	2	4	48	96	4.67
165-179	10	20	46	92	7.67
150-164	11	22	36	72	12.33
135-149	16	32	25	50	11
120-134	6	12	9	18	7.67
105-119	1	2	3	6	3
90-104	2	4	2	4	1
75-89	0	0	0	0	0.67

TABLE -6B**Central Tendency & Variability of TAT scores of Science teachers****N-50**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Science teachers	50	151.3	149.5	145.9	22.2	3.14	0.24	0.27	137.8	167

Frequency distribution of Science teachers of whole sample is shown in the table (6a). Here highest frequency is 16 which lies in the middle in the (135-149) class-interval and lowest frequencies are on the both extremes of the class-intervals. Clearly the highest frequencies are in the middle and lowest in the either sides which indicate normal distribution of sample.

Central Tendency and Variation are shown in the table (6b). Mean, Median and Mode are 151.3, 149.5, 145.9 respectively. S.D. is 22.2, SEm. is 3.14, Sk is 0.24 and Ku is 0.27. These all values show normal distribution.

Figure (3) shows Original and Smoothed Frequency Polygons on Teaching Aptitude of Science Teachers.

Figure-3
Original and Smoothed Frequency Polygons on Teaching Aptitude scores of Science Teachers

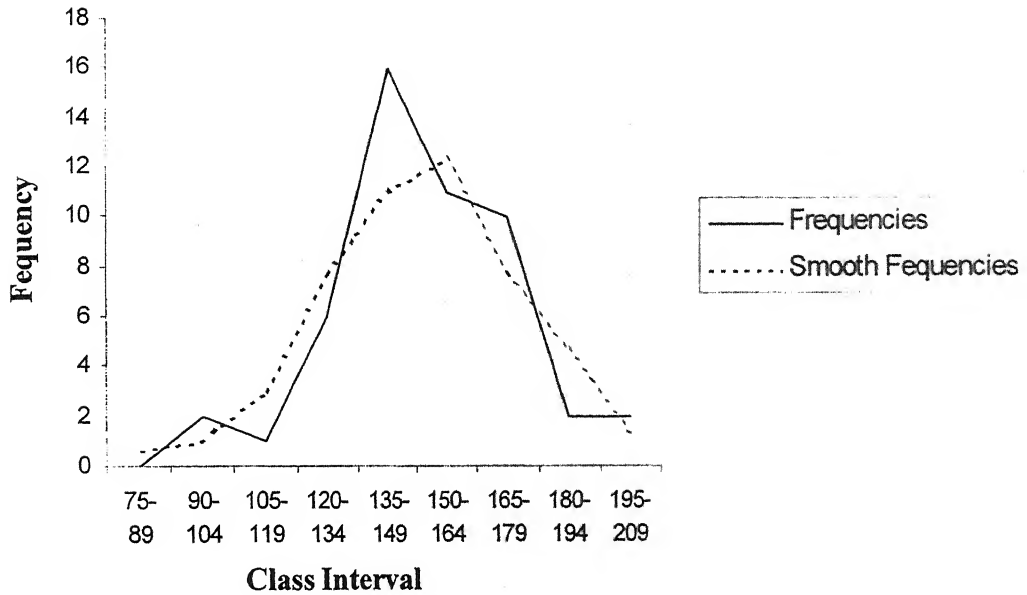


Figure-4
Original and Smoothed Frequency Polygons on Teaching Aptitude scores of Male & Female Science Teachers

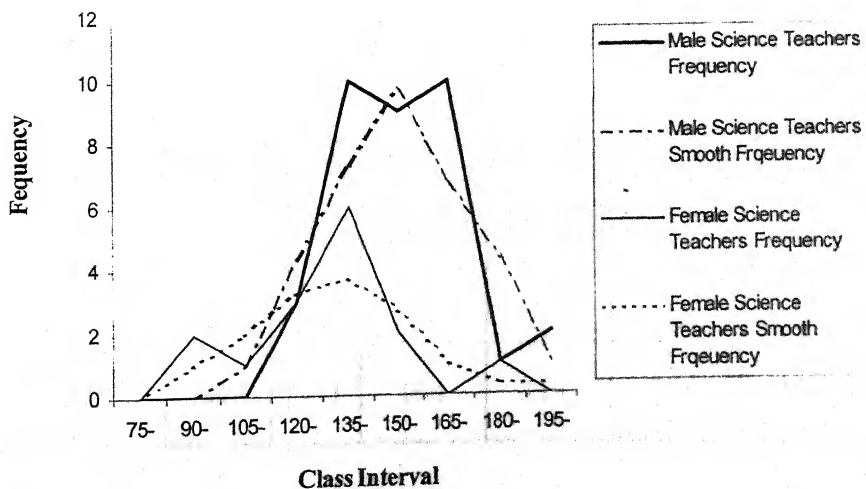


TABLE- 7A**Frequency Distribution of TAT scores of Male Science Teachers****N- 35**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	2	5.7	35	100	1
180-194	1	2.9	33	94.3	4.3
165-179	10	28.6	32	91.4	6.7
150-164	9	25.7	22	62.9	9.7
135-149	10	28.6	13	37.1	7.3
120-134	3	8.6	3	8.6	4.3
105-119	0	0	0	0	1
90-104	0	0	0	0	0
75-89	0	0	0	0	0

TABLE -7B**Central Tendency & Variability of TAT scores of Male
Science teachers****N-35**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q1	Q3
Male Science teachers	35	157.9	156.3	153.1	18.6	3.15	0.26	0.32	143.1	170.9

Table (7a) and Table (7b) indicate Frequency Distribution, Central Tendency and Variation of Teaching Aptitude scores of Male Science teachers. The highest frequency 10 lies upon (135-149) class-interval and also upon (165-179) class- interval which are in the middle. The lowest frequency 1 lies upon (180-194) class interval. Thus highest frequency 10 is found in two class intervals and lowest are in the sides, which does not show normal distribution but smoothed Frequency Polygon shows normal distribution which is given in figure (4).

The Mean is 157.9 and Mdn. is 156.3. There is not much difference between these two values. It indicates that the distribution of scores is normal. S.D. is 18.6, SEm. is 3.15, Sk is 0.26 and Ku is 0.32.

Figure (4) shows Original and Smoothed Frequency Polygons on Teaching Aptitude of Male & Female Science Teachers.

TABLE- 8A**Frequency Distribution of TAT scores of Female Science Teachers****N- 15**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	0	0	15	100	0.33
180-194	1	6.7	15	100	0.33
165-179	0	0	14	93.3	1
150-164	2	13.3	14	93.3	2.7
135-149	6	40	12	80	3.7
120-134	3	20	6	40	3.3
105-119	1	6.7	3	20	2
90-104	2	13.3	2	13.3	1
75-89	0	0	0	0	0

TABLE -8B**Central Tendency & Variability of TAT scores of Female
Science teachers****N-15**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q ₁	Q ₃
Female Science teachers	15	139.4	138.3	136.1	22.5	5.8	0.15	0.2	123.3	147.6

Table (8a) and Table (8b) show the Frequency Distribution, Central Tendency and Variation on Teaching Aptitude scores of Female Science teachers.

The highest frequency 6 and 40% cases lie upon (135-149) class-interval i.e. in the middle. The lowest frequencies lie upon either sides which indicate the distribution of scores is normal. Mean, Mdn. and Mode are 139.4, 138.3 and 136.1 respectively. There is not much difference among them which shows normal distribution. S.D. is 22.5, SEm. is 5.8, skewness is 0.15 and Ku is 0.2. The variation in these values might be due to the small size of the sample.

TABLE- 9A**Frequency Distribution of TAT scores of Arts Teachers****N- 110**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	2	1.8	110	100	1.3
180-194	2	1.8	108	98.2	4.7
165-179	10	9.1	106	96.4	13.7
150-164	29	26.4	96	87.3	24.7
135-149	35	31.8	67	60.9	25.7
120-134	13	11.8	32	29.1	19.7
105-119	11	10	19	17.3	9.7
90-104	5	4.5	8	7.3	6.3
75-89	3	2.7	3	2.7	2.7

TABLE -9B**Central Tendency & Variability of TAT scores of Arts teachers****N-110**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Arts teachers	110	142.1	144.4	149	22.5	2.14	-0.31	0.23	129.3	157.5

Table (9a) and Table (9b) show the Frequency Distribution, Central Tendency and Variation on Teaching Aptitude scores of Arts Teachers in whole sample. Maximum number of cases lie in the middle of the class intervals. The cases on both the extremes are decreased gradually. Highest percentage of cases 31.8% lies in (135 -149) class interval. This indicates normal distribution of scores.

Figure (5) shows Original and Smoothed Frequency Polygons on Teaching Aptitude of Arts Teachers.

Mean is 142.1, Mdn. is 144.4. The difference is minor and does not effect normality. S.D. is 22.5, SEm. is 2.14, Sk is - 0.31 and Ku is 0.23. The Frequency Distribution of cases form negative skewness. Figure (5) confirms it.

Figure-5
Original and Smoothed Frequency Polygons on Teaching
Aptitude scores of Arts Teachers

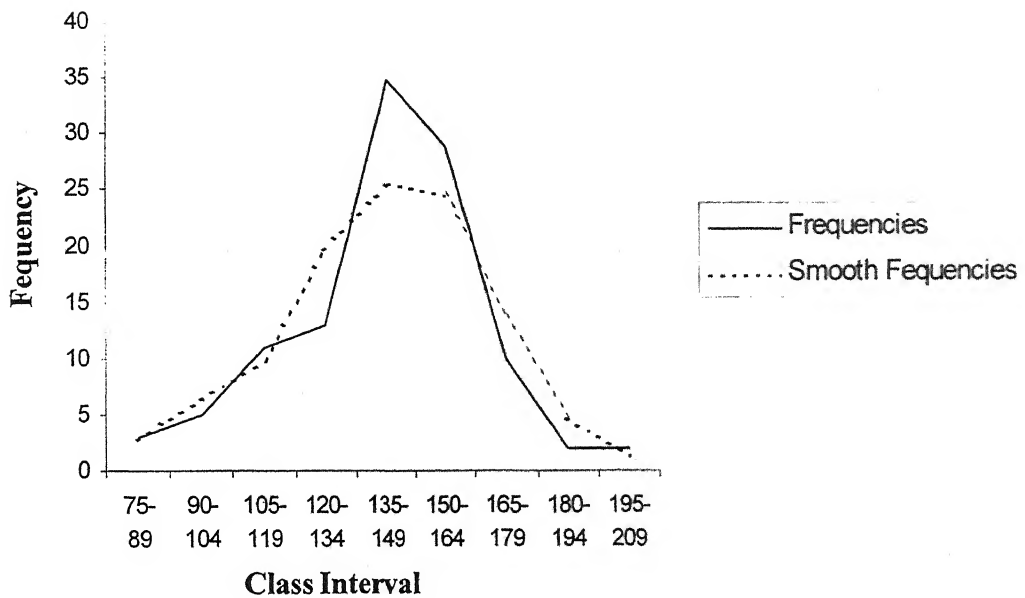


Figure-6
Original and Smoothed Frequency Polygons on Teaching
Aptitude scores of Male & Female Arts Teachers

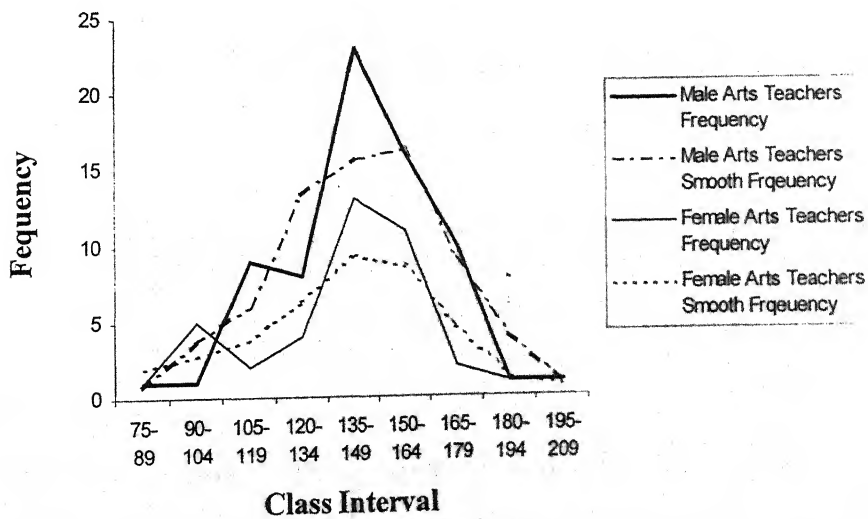


TABLE- 10A**Frequency Distribution of TAT scores of Male Arts Teachers****N- 70**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	1	1.4	70	100	.7
180-194	1	1.4	69	98.6	4.0
165-179	10	14.3	68	97.1	9.0
150-164	16	22.9	58	82.9	16.3
135-149	23	32.9	42	60	15.7
120-134	8	11.4	19	27.1	13.3
105-119	9	12.9	11	15.7	6.0
90-104	1	1.4	2	2.9	3.7
75-89	1	1.4	1	1.4	0.7

TABLE -10B**Central Tendency & Variability of TAT scores of
Male Arts teachers****N-70**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Male Arts teachers	70	144.1	144.9	146.5	21.6	2.57	- 0.11	0.23	131.7	159.3

The table (10a) and table (10b) show Frequency Distribution, Central Tendency and Variation on Teaching Aptitude scores of Male Arts teachers. Distribution of frequency shows that more cases lie in the middle. Only 1 frequency lies on the both extremes of the class interval which indicates normal distribution. The mean is 144.1, Mdn. is 144.9. There is not much difference between them. Mode is 146.5, SD. is 21.6, SEm. is 2.57, Sk is - 0.11 and Ku is 0.23, The value of Ku is less than 0.263, which is the limit of normal curve. It indicates that the distribution is Leptokurtic.

Figure (6) shows Original and Smoothed Frequency Polygons on Teaching Aptitude of Male & Female Arts Teachers.

Original Frequency Polygon for Male Teachers confirms the fact that the distribution is Leptokurtic.

TABLE- 11A**Frequency Distribution of TAT scores of Femle Arts Teachers****N- 40**

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	1	2.5	40	100	0.7
180-194	1	2.5	39	97.5	1.3
165-179	2	5	38	95	4.6
150-164	11	27.5	36	90	8.6
135-149	13	32.5	25	62.5	9.3
120-134	4	10	12	30	6.3
105-119	2	5	8	20	3.7
90-104	5	12.5	6	15	2.7
75-89	1	2.5	1	2.5	2

TABLE -11B**Central Tendency & Variability of TAT scores of Female
Arts Teachers****N-40**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Female Arts teachers	40	140.1	143.7	150.9	25.5	4.05	- 0.42	.22	127	156.3

Table (11a) and table (11b) show Frequency Distribution, Central Tendency and Variations on Teaching Aptitude scores of Female Arts teachers. Here highest frequency 13 lies upon (135-149) class interval and lowest in either sides of the class interval. This indicates normal distribution.

The Mean is 140.1 and Mdn. is 143.7. This indicates that there is not much difference in these values and hence the distribution is normal. Mode value is 150.9, which also nearer to Mean and Mdn. values. S.D. is 25.5, SEm. is 4.05, Sk and Ku are - 0.42 & 0.22 respectively. It indicates the skewness towards left and the value of Ku is less than 0.263, which shows the distribution is Leptokurtic. Figure (6) confirms it.

TABLE- 12A

**Frequency Distribution of TAT scores of the teachers having
High Teaching Aptitude**

N- 35

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	4	11.4	35	100.0	2.7
180-194	4	11.4	31	88.6	9.3
165-179	20	57.1	27	77.1	10.3
150-164	7	20.0	7	20.0	9.0
135-149	0	0	0	0	2.3
120-134	0	0	0	0	0
105-119	0	0	0	0	0
90-104	0	0	0	0	0
75-89	0	0	0	0	0

TABLE -12B

**Central Tendency & Variability of TAT scores of the teachers having
High Teaching Aptitude**

N-35

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
High Teaching Aptitude Group	35	169.9	170.1	170.5	13.05	2.2	- 0.05	0.17	165.8	178.9

The teachers having high Teaching Aptitude scores are selected on the basis of third quadrant (Q_3) scores of Teacher's Teaching Aptitude of whole sample. These are 35 in total. Table (12a) shows Frequency Distribution of the Teachers having high Teaching Aptitude. Highest frequency 20 lies upon class interval (165-179) and lowest lies upon class interval (195-209).

Table (12b) show Central Tendency and Variation on the scores of the Teachers having high Teaching Aptitude. The Mean, Median and Mode are 169.9, 170.1 and 170.5 respectively. S.D. is 13.05 and SEm. is 2.2. These values show some fluctuation from normality. It may be possible that due to small sample this fluctuation is found.

TABLE- 13A

**Frequency Distribution of TAT scores of the teachers having
Low Teaching Aptitude**

N- 40

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
195-209	0	0	0	0	0
180-194	0	0	0	0	0
165-179	0	0	0	0	0
150-164	0	0	0	0	0
135-149	0	0	0	0	6.0
120-134	18	45	40	100	10.0
105-119	12	30	22	55	12.3
90-104	7	17.5	10	25	7.3
75-89	3	7.5	3	7.5	3.3

TABLE -13B

**Central Tendency & Variability of TAT scores of the teachers
having Low Teaching Aptitude**

N-40

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Low teaching Aptitude Group	40	113.9	117	123.2	14.3	2.27	- 0.65	0.28	104.5	126.2

On the basis of first quadrant Q_1 of Teaching Aptitude scores of Teachers, the teachers having low Teaching Aptitude are selected. These are 40 in total.

In table (13a) the Frequency Distribution of teachers having low Teaching Aptitude is shown. Highest frequency 18 lies upon class-interval (120-134) and lowest frequency 3 lies upon (75-89).

Table (13b) shows Central Tendency, and Variability of Teachers having low Teaching Aptitude. The Mean, Mdn. and Mode are 113.9, 117 and 123.2 respectively. S.D. is 14.3 and SEm. is 2.27. Sk is - 0.65 and Ku is 0.28. The Frequency Distribution of cases form negative skewness.

**Teaching Aptitude : Frequency Distribution, Central
Tendency & Variability (In a view)**

TABLE -14

Frequency Distribution of TAT scores of Teachers

Class Interval	Teachers in Whole Sample	Male Teachers	Female Teachers	Science Teachers	Male Science Teachers	Female Science Teachers	Arts Teachers	Male Arts Teachers	Female Arts Teachers	High Teaching Aptitude Group	Low Teaching Aptitude Group
C.I.	f	f	f	f	f	f	f	f	f	f	f
195-209	4	3	1	2	2	0	2	1	1	4	0
180-194	4	2	2	2	1	1	2	1	1	4	0
165-179	20	20	2	10	10	0	10	10	2	20	0
150-164	40	25	13	11	9	2	29	16	11	40	0
135-149	51	33	19	16	10	6	35	23	13	22	0
120-134	19	11	7	6	3	3	13	8	4	0	18
105-119	12	9	3	1	0	1	11	9	2	0	12
90-104	7	1	7	2	0	2	5	1	5	0	7
75-89	3	1	1	0	0	0	3	1	1	0	3

In Table (14) the Frequency Distribution of Teaching Aptitude scores of each group of Teachers is shown. We can make comparative study for Frequency Distribution among all groups through this table. Highest frequencies are found between the class interval (135-149) except last two groups and lowest between (195-209) and (75-89) class intervals.

The table also indicates that the frequency of the teachers having high Teaching Aptitude lies between (195-209) and (135-149) class intervals and frequency of the teachers having low Teaching Aptitude lies between (120-134) and (75-89) class

TABLE- 15**Central Tendency and Variability of TAT Scores of Teachers**

Group	Num- ber N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Teachers in whole sample	160	145	146	148	23.4	1.85	-0.13	0.09	133.7	160
Male Tea- chers	105	148.7	148.4	147.8	21.7	2.12	0.04	0.24	136.4	163.8
Female Teachers	55	139	142	148	24.75	3.34	-0.36	0.24	125.4	154.4
Science5 Teachers	0	151.3	149.5	145.9	22.2	3.14	0.24	0.27	137.8	167
Male Scien- ce Teachers	35	157.9	156.3	153.1	18.6	3.15	0.26	0.32	143.1	170.9
Female Science Teachers	15	139.4	138.3	136.1	22.5	5.80	0.15	0.2	123.3	147.6
Arts Teachers	110	142.1	144.4	149	22.5	2.14	-0.31	0.23	129.3	157.5
Male Arts Teachers	70	144.1	144.9	146.5	21.6	2.57	-0.11	0.23	131.7	159.3
Female Arts Teachers	40	140.1	143.7	150.9	25.5	4.05	-0.42	0.22	127	156.3
High Tea- ching Apti- tude Group	35	169.9	170.1	170.5	13.05	2.20	-0.05	0.17	165.8	178.9
Low Tea- ching Apti- tude Group	40	113.9	117	123.2	14.3	2.27	-0.65	0.28	104.5	126.2

In the table (15a) comparative study is made for Central Tendency and Variation on the Teaching Aptitude scores of different groups of teachers.

The teachers having High Teaching Aptitude scores have highest value of Mean, Median and Mode i.e. 169.9, 170.1 and 170.5 respectively. Female Science Teachers group has highest Standard Error of Mean 5.8.

For the teachers having Low Teaching Aptitude, the Value of Mean, Median and Mode is lowest. But the value of Standard Deviation 14.3 is also lowest.

3.2 JOB SATISFACTION OF TEACHERS

TABLE- 16A

**Frequency Distribution of Job Satisfaction scores
of whole sample**

N- 160

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	6	3.8	160	100	10.3
26-27	25	15.6	154	96.3	22.3
24-25	36	22.5	129	80.6	35.7
22-23	46	28.8	93	58.1	38.7
20-21	34	21.3	47	29.4	31
18-19	13	8.1	13	8.1	15.7

TABLE- 16B

**Central Tendency & Variability of Job-Satisfaction scores of
whole sample**

N- 160

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q ₁	Q ₃
whole sample	160	23.05	22.9	22.7	2.6	0.21	0.14	0.28	21.1	25

In Table (16a) the Frequency Distribution of Job-Satisfaction scores of whole sample is shown. Highest frequency 46 lies upon the (22-23) class- interval which is in the middle and 28.8% cases lie in the middle and 3.8% in the above class-interval and only 8.1% cases are in the lower class-interval. It shows that the sample is normally distributed.

Original and Smoothed Frequency Polygon on Job-Satisfaction Scores of Whole Sample is shown in Figure (7).

In the table (16b) Central Tendency and Variation on Job-Satisfaction scores of whole sample are shown. Mean is 23.05, Mdn. is 22.9 and Mode is 22.7. There is not much difference among these values. It shows normal distribution. S.D. is 2.6, SEm is 0.21. Sk is 0.14 and Ku is 0.28 which is more than 0.263. It indicates the distribution is Platykurtic.

Figure-7
Original and Smoothed Frequency Polygons on Job-Satisfaction
scores of Whole Sample

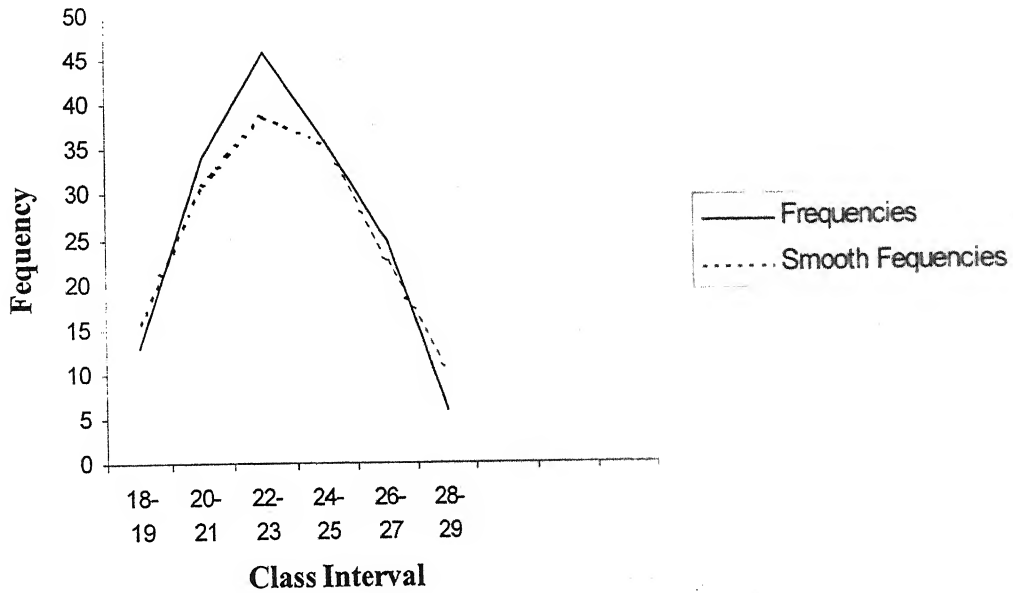


Figure-8
Original and Smoothed Frequency Polygons on Job-Satisfaction Scores
of Male & Female Teachers

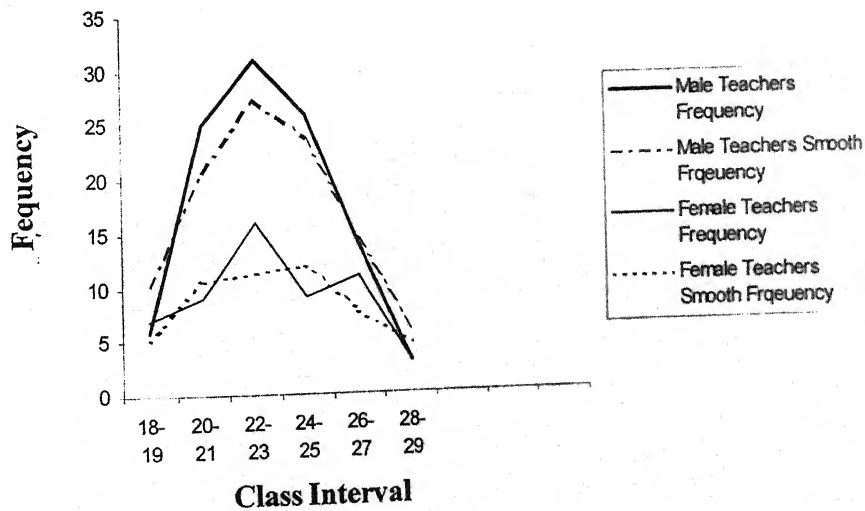


TABLE- 17A

**Frequency Distribution of Job Satisfaction scores
of Male Teachers**

N- 105

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
28-29	3	2.9	105	100	5.7
26-27	14	13.3	102	97.1	14.3
24-25	26	24.8	88	83.8	23.7
22-23	31	29.5	62	59.1	27.3
20-21	25	23.8	31	29.5	20.7
18-19	6	5.7	6	5.7	10.3

TABLE- 17B

**Central Tendency & Variability of Job-Satisfaction scores of
Male Teachers**

N- 105

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Male Teachers	105	23	22.9	22.7	2.4	0.23	0.11	0.28	21.2	24.8

Table (17a) and Table (17b) show Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Male teachers. The highest frequency 31 lies upon (22-23) class-interval and lowest 3 upon (28-29) class-interval. 29.5% cases lie in the middle and 2.9% and 5.7% cases lie on the either sides. These values show normal distribution.

The Mean is 23, Mdn. is 22.9 and Mode is 22.7. There is not much difference among them. S.D. is 2.4, SEm. is 0.23, Sk is 0.11 and Ku is 0.28 is slightly more than 0.263 and indicates the distribution is slightly Platykurtic.

Figure (8) shows the Comparison of Original & Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Teachers.

TABLE- 18A

**Frequency Distribution of Job Satisfaction scores
of Female Teachers**

N- 55

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	3	5.5	55	100	4.7
26-27	11	20	52	94.5	7.7
24-25	9	16.4	41	74.5	12
22-23	16	29.1	32	58.2	11.3
20-21	9	16.4	16	29.1	10.7
18-19	7	12.7	7	12.7	5.3

TABLE- 18B

**Central Tendency & Variability of Job-Satisfaction scores of
Female Teachers**

N- 55

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q1	Q3
Female Teachers	55	23.13	23	22.7	2.8	0.38	0.17	0.3	20.9	25.6

Table (18a) and Table (18b) show the Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Female teachers. Highest frequency 16 lies in the middle class-interval (22-23) and lowest frequency 3 in the class-interval (28-29) which indicates normality of the distribution.

The Mean is 23.13, Mdn. is 23 and Mode is 22.7. There is not much difference among these values. S.D. is 2.8 and SEm is 0.38, Sk is 0.17 and Ku is 0.3 which is more than 0.263 and indicates the distribution is Platykurtic.

TABLE- 19A

**Frequency Distribution of Job Satisfaction scores
of Science Teachers**

N- 50

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	2	4	50	100	3
26-27	7	14	48	96	6.7
24-25	11	22	41	82	11.3
22-23	16	32	30	60	12.3
20-21	10	20	14	28	10
18-19	4	8	4	8	4.7

TABLE- 19B

**Central Tendency & Variability of Job-Satisfaction scores
of Science Teachers**

N- 50

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q_1	Q_3
Science Teachers	50	23	22.9	22.7	2.6	0.37	0.12	0.28	21.2	24.9

Table (19a) and table (19b) show Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Science Teachers.

Highest frequency of cases 16 lies in the middle i.e. 32% and lowest frequency 2 lies in the above. This indicates normal distribution.

Mean is 23 and Median is 22.9. There is not much difference between them and both lie in the same class-interval in the middle, which shows normality of the distribution. SEm is 0.37, Sk is 0.12 and Ku is 0.28. These all values also show normal distribution.

Figure (9) shows Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Science Teachers.

Figure-9
Original and Smoothed Frequency Polygons on Job-Satisfaction scores of Science Teachers

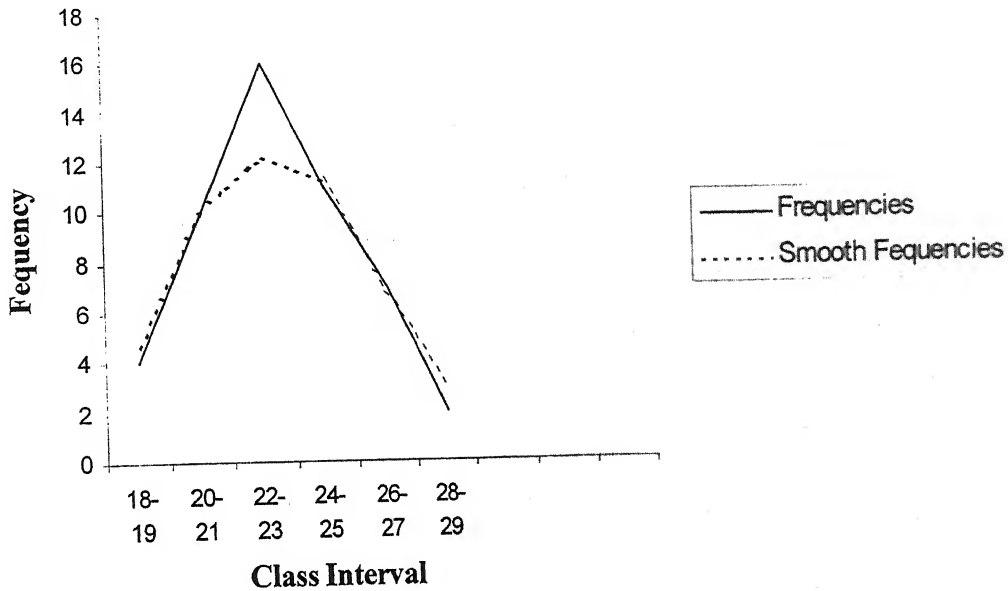


Figure-10
Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Science Teachers

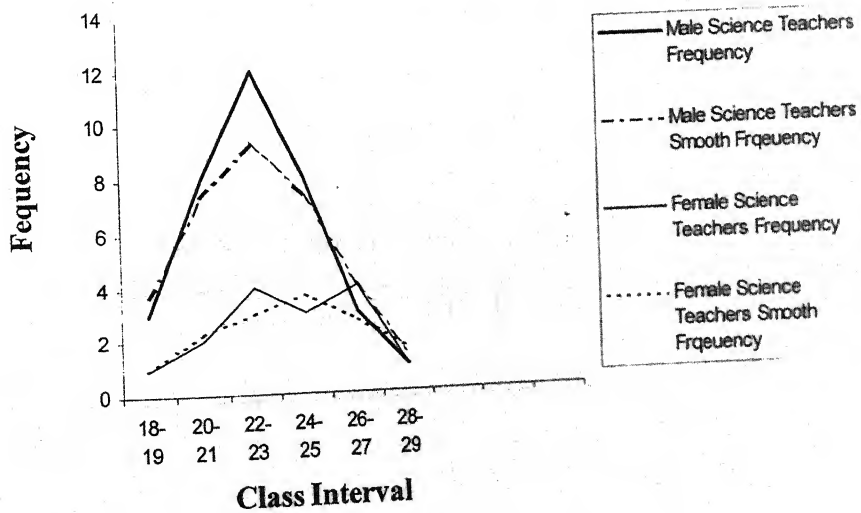


TABLE- 20A

**Frequency Distribution of Job Satisfaction scores
of Male Science Teachers**

N- 35

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
28-29	1	2.9	35	100	1.3
26-27	3	8.6	34	97.2	4
24-25	8	22.9	31	88.6	7.3
22-23	12	34.3	23	65.7	9.3
20-21	8	22.9	11	31.4	7.3
18-19	3	8.6	3	8.6	3.7

TABLE- 20B

**Central Tendency & Variability of Job-Satisfaction scores
of Male Science Teachers**

N- 35

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Male Science Teachers	35	22.7	22.6	22.4	2.4	0.41	0.13	0.27	20.9	24.3

Frequency Distribution of Male Science Teachers for Job-Satisfaction score is shown in table (20a). Here highest frequency 12 lies in the middle class-interval (22-23) and lowest frequency 1 lies in class interval (28-29). This shows normal distribution of the cases.

Central Tendency and Variation are shown in the table (20b). Mean, Median and Mode are 22.7, 22.6 and 22.4 respectively. These values are approximately same. S.D. is 2.4, SEm. is 0.41, Sk is 0.13 and Ku is 0.27. All values indicate normal distribution.

Figure (10) shows Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Science Teachers.

TABLE- 21A

**Frequency Distribution of Job Satisfaction scores
of Female Science Teachers**

N- 15

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	1	6.7	15	100	1.7
26-27	4	26.7	14	93.3	2.7
24-25	3	20	10	66.7	3.7
22-23	4	26.7	7	46.7	3
20-21	2	13.3	3	20	2.3
18-19	1	6.7	1	6.7	1

TABLE- 21B

**Central Tendency & Variability of Job-Satisfaction scores
of Female Science Teachers**

N- 15

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q_1	Q_3
Female Science Teachers	15	23.8	23.8	23.8	2.8	0.72	0	0.29	21.9	26.1

Table (21a) and Table (21b) show Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Female Science teachers.

The highest frequency 4 is not lies exactly in the middle but maximum cases lie in the middle. The lowest frequency 1 lies in the either sides of the distribution, which shows the scores are not distributed normally. Figure (10) also indicates this fact. Mean, Median and Mode have same values 23.8. It may be possible that these values are same due to small sample. S.D. is 2.8, SEm. is 0.72 and Ku is 0.29. There is no skewness found in the distribution. If we increase the no. of cases, we can get normal distribution.

TABLE- 22A

**Frequency Distribution of Job Satisfaction scores
of Arts Teachers**

N- 110

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	11	10	110	100	12.7
26-27	27	24.5	99	90	24.3
24-25	35	31.8	72	65.5	27.3
22-23	20	18.2	37	33.6	23.3
20-21	15	13.6	17	15.5	12.3
18-19	2	1.8	2	1.8	5.7

TABLE- 22B

**Central Tendency & Variability of Job-Satisfaction scores
of Arts Teachers**

N- 110

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q ₁	Q ₃
Arts Teachers	110	24.4	24.5	24.7	2.4	0.23	- 0.13	0.28	22.6	26.3

Table (22a) and Table (22b) show Frequency Distribution, Central Tendency and Variation on Job-Satisfaction Scores of Arts teachers in whole sample.

Maximum number of cases lie in the middle of the class-intervals. The cases on both extremes are decreased gradually. Highest percentage of cases 31.8% lies in (24-25) class-interval. This indicates normal distribution.

Mean is 24.4 and Median is 24.5. These are approximately same. S.D. is 2.4, SEm is 0.23, Sk is - 0.13 and Ku is 0.28. The values show normal distribution. The frequency distribution of cases form negative skewness.

Original & Smoothed Frequency Polygons on Job-Satisfaction Scores of Arts Teachers is shown in Figure (11).

Figure-11
Original and Smoothed Frequency Polygons on Job-Satisfaction
scores of Arts Teachers

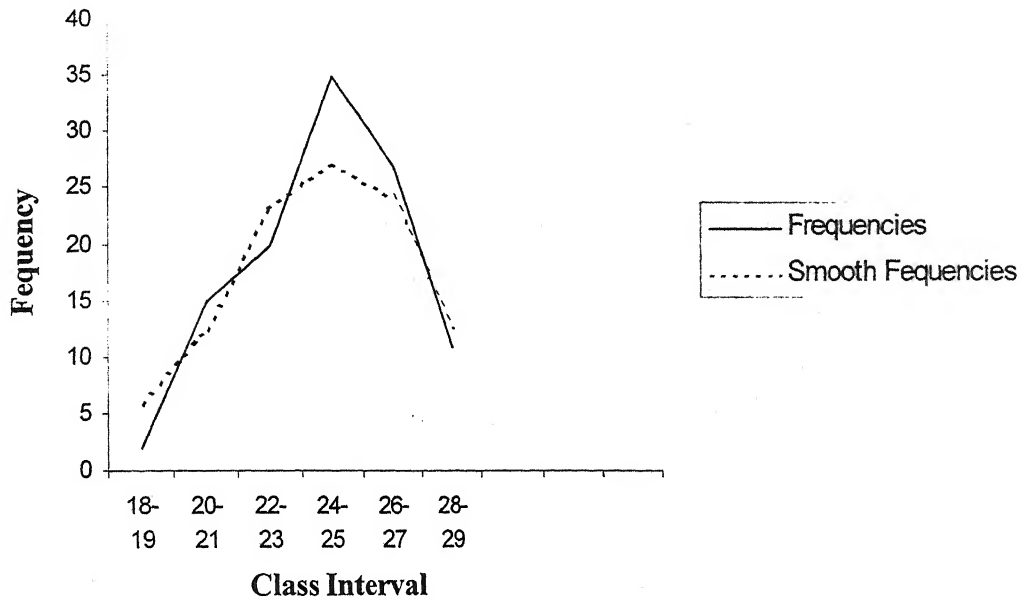


Figure-12
Original and Smoothed Frequency Polygons on Job-Satisfaction Scores
of Male & Female Arts Teachers

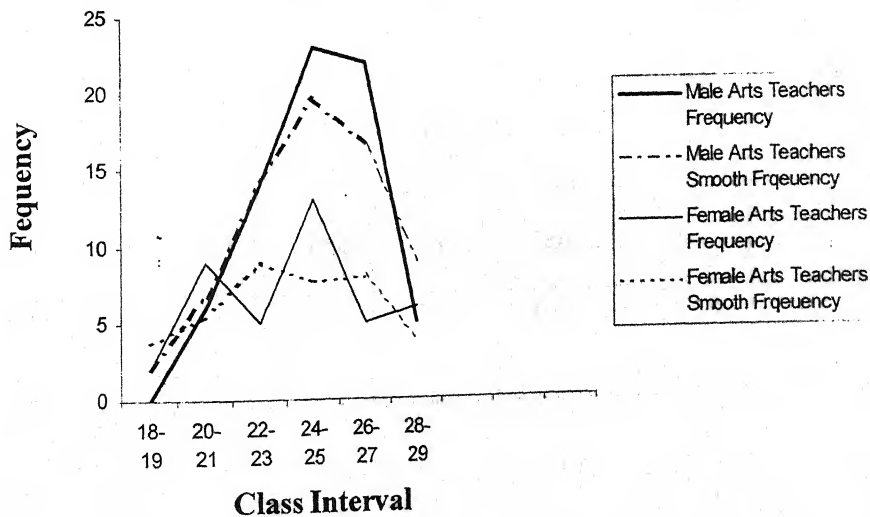


TABLE- 23A

**Frequency Distribution of Job Satisfaction scores
of Male Arts Teachers**

N- 70

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	5	7.1	70	100	9
26-27	22	31.4	65	92.9	16.7
24-25	23	32.9	43	61.4	19.7
22-23	14	20	20	28.6	14.3
20-21	6	8.6	6	8.6	6.7
18-19	0	0	0	0	2

TABLE- 23B

**Central Tendency & Variability of Job-Satisfaction scores
of Male Arts Teachers**

N- 70

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q_1	Q_3
Male Arts Teachers	70	24.7	24.8	25	2.1	0.25	- 0.14	0.3	23.1	26.4

Table (23a) and Table (23b) show Frequency Distribution, Central Tendency and Variability of Job-Satisfaction Scores of Male Arts Teachers.

The highest frequency 23 i.e. 32.9% case lies in the middle. There is no frequency is found in one side [class-interval (18-19)] and in other side, the frequency 5 is found. These values show normal distribution.

The Value of Mean and Median is 24.7 and 24.8 respectively. S.D. is 2.1, SEm. is 0.25, Sk is - 0.14 and Ku is 0.3 which shows the distribution is Platykurtic. Figure (12) confirms it. The Values show normal distribution.

Figure (12) shows Original and Smoothed Frequency Polygons on Job-Satisfaction Scores of Male & Female Arts Teachers.

TABLE- 24A

**Frequency Distribution of Job Satisfaction scores
of Female Arts Teachers**

N- 40

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	6	15	40	100	3.7
26-27	5	12.5	34	85	8
24-25	13	32.5	29	72.5	7.7
22-23	5	12.5	16	40	9
20-21	9	22.5	11	27.5	5.3
18-19	2	5	2	5	3.7

TABLE- 24B

**Central Tendency & Variability of Job-Satisfaction scores
of Female Arts Teachers**

N- 40

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q ₁	Q ₃
Female Arts Teachers	40	24.1	24.1	24.1	2.8	0.44	0	0.28	21.3	25.9

Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Female Arts Teachers are shown in Table (24a) and Table (24b).

Highest frequency 13 lies in the middle of the distribution. The lowest frequency 2 i.e. only 5% cases lie in one side but in the other side the frequency is 6 i.e. 15% cases. These values show that the scores are not distributed normally and Figure (12) also indicates it.

The value of Mean, Median and Mode is 24.1 i.e. same. S.D. is 2.8, SEm is 0.44 and Ku is 0.28. There is no skewness is found. If we increase the no. of cases, normal distribution may be found.

TABLE- 25A

**Frequency Distribution of Job-Satisfaction scores of the Teachers
having high Job-Satisfaction**

N- 45

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
28-29	6	13.3	45	100	10.3
26-27	25	55.6	39	86.7	15
24-25	14	31.1	14	31.1	13
22-23	0	0	0	0	4.7
20-21	0	0	0	0	0
18-19	0	0	0	0	0

TABLE- 25B

**Central Tendency & Variability of Job-Satisfaction scores
of the Teachers having high Job-Satisfaction**

N- 45

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
High Job- Satisfaction group	45	26.14	26.2	26.4	1.26	0.19	- 0.14	0.26	25.1	27.1

On the basis of third quartile (Q_3) score of Teacher's Job-Satisfaction in whole sample, the teachers having high Job-Satisfaction are selected.

Table (25a) shows Frequency Distribution of such teachers. They are 45 in total. Highest frequency 25 lies upon class-interval (26-27) and lowest 6 lies upon class-interval (28-29).

In table (25b) Central Tendency & Variation on scores of the teachers having low Job-Satisfaction is shown. The Mean, Median and Mode are 26.14, 26.2, and 26.4 respectively. S.D. is 1.26 and SEm is 0.19. The values show normality of distribution. Skewness is - 0.14. It indicates the distribution has negative skewness.

TABLE- 26A

**Frequency Distribution of Job-Satisfaction scores of the
Teachers having Low Job-Satisfaction**

N- 47

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
28-29	0	0	0	0	0
26-27	0	0	0	0	0
24-25	0	0	0	0	0
22-23	0	0	0	0	11.3
20-21	34	72.3	47	100	15.7
18-19	13	27.7	13	27.7	15.7

TABLE- 26B

**Central Tendency & Variability of Job-Satisfaction scores of the
Teachers having Low Job-Satisfaction**

N- 47

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q1	Q3
Low Job-Satisfaction group	47	20	20.1	20.3	0.9	0.13	- 0.33	0.28	19.3	20.8

Table (26a) shows Frequency Distribution of Job-Satisfaction score of that teachers who have low Job-Satisfaction. These teachers are selected by first quartile Q_1 score of Teacher's Job-Satisfaction in whole sample. They are 47 in total and lies upon only two class-intervals (20-21) and (18-19).

Table (26b) show Central Tendency & Variability of these teachers. The Mean is 20, Median is 20.1 and Mode is 20.3. S.D. is 0.9 and SE μ is 0.13. The value of skewness - 0.33 indicates the distribution is negatively skewed.

**Job Satisfaction : Frequency Distribution, Central
Tendency & Variability (In a view)**

TABLE- 27

Frequency Distribution of Job-Satisfaction scores of Teachers

Class Interval	Teachers in Whole Sample	Male Teachers	Female Teachers	Science Teachers	Male Science Teachers	Female Science Teachers	Arts Teachers	Male Arts Teachers	Female Arts Teachers	High Job-Satisfied Group	Low Job-Satisfied Group
C.I.	f	f	f	f	f	f	f	f	f	f	f
28-29	6	3	3	2	1	1	11	5	6	6	0
26-27	25	14	11	7	3	4	27	22	5	25	0
24-25	36	26	9	11	8	3	35	23	13	14	0
22-23	46	31	16	16	12	4	20	14	5	0	0
20-21	34	25	9	10	8	2	15	6	9	0	34
18-19	13	6	7	4	3	1	2	0	2	0	13

In table (27) the Frequency Distribution of Job-Satisfaction scores of different groups of teachers is shown. We can make a comparative study for Frequency Distribution among all groups through this table. Highest Frequencies are found in the class-interval (22-23) and lowest between (28-29) and (18-19) class intervals.

The table also indicates that the frequency of the teachers having high Job-Satisfaction lies between (28-29) and (24-25) and frequency of the teachers having low Job-Satisfaction lies between (20-21) and (18-19) class-intervals.

TABLE -28

**Central Tendency and Variability of Job-Satisfaction
scores of Teachers**

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation S.D.(σ)	Standard Error of Mean SEm	Skew- ness Sk	Kurtosis Ku	Q1	Q3
Teachers in whole sample	1602	3.05	22.9	22.7	2.6	0.21	0.14	0.28	21.1	25
Male Teachers	105	23	22.9	22.7	2.4	0.23	0.11	0.28	21.2	24.8
Female Teachers	55	23.13	23	22.7	2.8	0.38	0.17	0.3	20.9	25.6
Science Teachers	50	23	22.9	22.7	2.6	0.37	0.12	0.28	21.2	24.9
Male Science Teachers	35	22.7	22.6	22.4	2.4	0.41	0.13	0.27	20.9	24.3
Female Science Teachers	15	23.8	23.8	23.8	2.8	0.72	0	0.29	21.9	26.1
Arts Teachers	110	24.4	24.5	24.7	2.4	0.23	-0.13	0.28	22.6	26.3
Male Arts Teachers	70	24.7	24.8	25	2.1	0.25	-0.14	0.3	23.1	26.4
Female Arts Teachers	40	24.1	24.1	24.1	2.8	0.44	0	0.28	21.3	25.9
High Job-Satisfaction Group	45	26.14	26.2	26.4	1.26	0.19	-0.14	0.26	25.1	27.1
Low Job-Satisfaction Group	47	20	20.1	20.3	0.9	0.13	-0.33	0.28	19.3	20.8

In table (28) Central Tendency and Variation on Job-Satisfaction Score for each group is given. The table reveals that High Job-Satisfaction teachers' group have highest value of Mean, Median and Mode i.e. 26.14, 26.2, 26.4 respectively and low Job-Satisfaction teachers' group have lowest Mean, Median and Mode i.e. 20, 20.1, 20.3 respectively.

Female Science and Arts teachers group both have no skewness and Female Science teachers group has highest standard error of Mean SE_M 0.72.

3.3 ACADEMIC ACHIEVEMENT OF STUDENTS

TABLE- 29A

**Frequency Distribution of Academic Achievement
scores of Students in whole sample**

N- 1075

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
500-549	5	0.47	1075	100	41.67
450-499	120	11.16	1070	99.53	172.3
400-449	392	36.47	950	88.37	295.00
350-399	373	34.7	558	51.9	306.67
300-349	155	14.42	185	17.21	186.00
250-299	30	2.79	30	2.79	61.67

TABLE- 29B

**Central Tendency & Variability of Academic Achievement
Scores of Students in whole sample**

N- 1075

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Whole Sample	1075	395.09	396.75	400.07	48.5	1.48	- 0.103	0.27	360.73	431.16

Table (29a) and (29b) show Frequency Distribution, Central Tendency and Variability of Academic Achievement scores of students, 36.47% cases lie upon (400-449) class-interval, which is in the middle. Lowest frequencies lie upon both extremes. Therefore more or less the distribution is normal.

The value of Mean, Median and Mode are 395.09, 396.75 and 400.07 respectively. S.D. is 48.5, SEm. is 1.48. All these values show normal distribution. Sk is -0.103 which shows the distribution has negative skewness.

Figure (13) shows Original and Smoothed Frequency Polygons on Academic Achievement scores of the students.

Figure-13
Original and Smoothed Frequency Polygons on Academic Achievement scores of Students

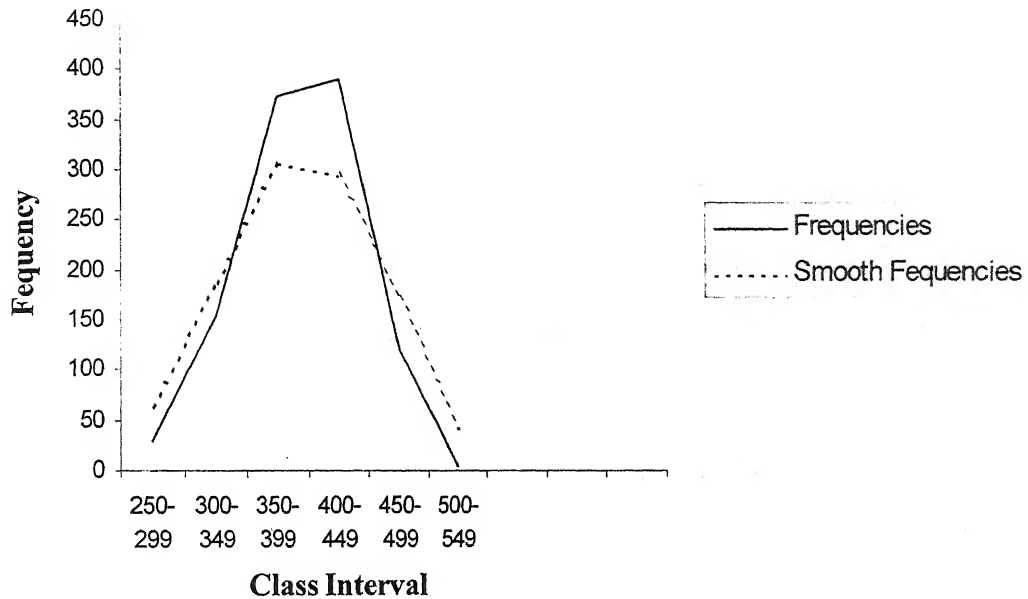


Figure-14
Original and Smoothed Frequency Polygons on Academic Achievement Scores of Boys & Girls

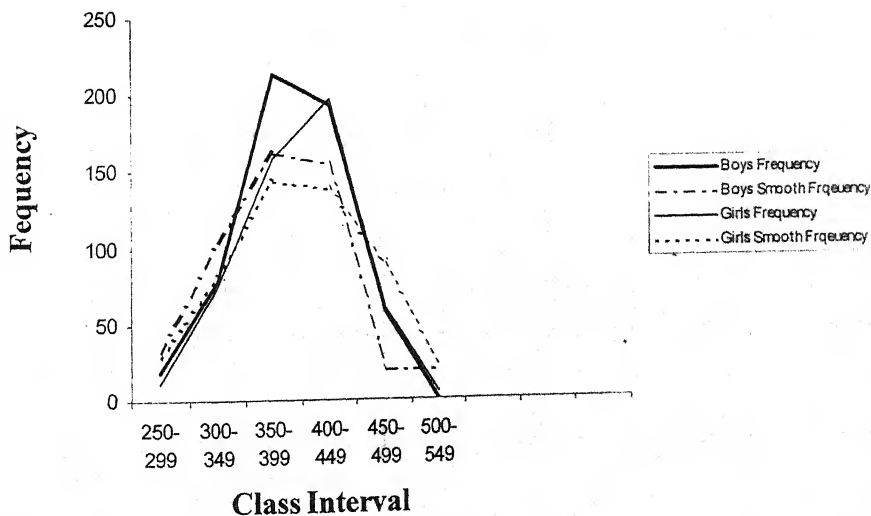


TABLE- 30A

**Frequency Distribution of Academic Achievement
scores of Boys.**

N- 565

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
500-549	0	0	565	100	19.67
450-499	59	10.44	565	100	19.67
400-449	194	34.34	506	89.56	155.67
350-399	214	37.88	312	55.22	162.33
300-349	79	13.98	98	17.35	104.00
250-299	19	3.36	19	3.36	32.67

TABLE- 30B

**Central Tendency & Variability of Academic Achievement
Scores of Boys.**

N- 565

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness	Kurtosis		
	N	M	Mdn.	Mo.	σ	SEm.	Sk	Ku	Q_1	Q_3
Boys	565	392.26	392.61	393.31	48	2.02	-0.022	0.27	359.61	428.3

In table (30a) the Frequency Distribution of Academic Achievement scores of Boy students is shown. Highest frequency lies upon class interval (350-399), which is in the middle. Only 3.36% cases lies in the extremes. This indicates normality of distribution.

Central Tendency and Variation on Academic Achievement scores of Boy students is shown in table (30b). The Mean is 392.26, Mdn. is 392.61, and Mode is 393.31. The values show normal distribution. S.D. is 48, SEm. is 2.02, Sk and Ku are - 0.022 and 0.27 respectively. It indicates the skewness towards left and value of Ku is greater than 0.263 which shows the distribution is Platykurtic.

Figure (14) shows Original and Smoothed Frequency Polygons on Academic Achievement Scores of Boys & Girls

TABLE- 31A

**Frequency Distribution of Academic Achievement
scores of Girls.**

N- 510

Class Interval C.I.	Frequencies f	f %	Cumulative Frequencies C.f.	C.f. %	Smooth frequencies S. f.
500-549	5	0.98	510	100	22
450-499	61	11.96	505	99.02	88
400-449	198	38.82	444	87.06	139.33
350-399	159	31.18	246	48.24	144.33
300-349	76	14.9	87	17.06	82
250-299	11	2.16	11	2.16	29

TABLE- 31B

**Central Tendency & Variability of Academic Achievement
Scores of Girls.**

N- 510

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk	Kurtosis Ku	Q_1	Q_3
Girls	510	398.24	401.77	408.83	49.5	2.19	- 0.214	0.26	362.24	433.97

Frequency Distribution of Academic Achievement scores of Girl students is shown in table (31a). Highest 38.82% cases lie in the center and 0.98% and 2.16% cases lie upon both extremes. It shows that the sample is normally distributed.

Central Tendency and Variability of Academic Achievement scores of Girl students is shown in table (31b). The Mean score indicates that the Girls have average Academic Achievement scores. There is not much difference between Mean and Median. This also confirms the normal distribution of frequencies. S.D. is 49.5, Ku is 0.26 and Sk is - 0.214. This indicates that the distribution is negatively skewed.

3.4 COMPARATIVE STUDY : TEACHING APTITUDE & ACADEMIC ACHIEVEMENT

TABLE- 32A

Frequency Distribution of Academic Achievement

scores of the students as taught by High Teaching Aptitude Teachers

N- 30

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
500-549	0	0	30	100	2.6
450-499	8	26.7	30	100	7.6
400-449	15	50.0	22	73.3	10.0
350-399	7	23.3	7	23.3	7.3
300-349	0	0	0	0	2.3
250-299	0	0	0	0	0

TABLE- 32B

Central Tendency & Variation on the Academic Achievement scores of students as taught by High Teaching Aptitude Teachers.

N-30

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness
	N	M	Mdn.	Mo.	σ	SEm.	Sk
Students of High Teaching Aptitude Teachers	30	426.7	426.2	425.2	35.5	6.48	0.004

In this investigation only 6 teachers along with 30 students are taken up. Out of 54 schools, only 2 schools are chosen with reason behind that 6 teachers working in them are all have High Teaching Aptitude and their students are 30.

The Frequency Distribution of Academic Achievement scores of students are more or less normally distributed. The Mean, Median and Mode of this group in Academic Achievement are 426.7, 426.2 and 425.2 respectively. These figures also indicate normal distribution of the score.

TABLE- 33A

Frequency Distribution of Academic Achievement scores of the Students as taught by Low Teaching Aptitude Teachers

N- 30

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
500-549	0	0	30	100	0
450-499	0	0	30	100	2.3
400-449	7	23.3	30	100	7
350-399	14	46.7	23	76.7	10
300-349	9	30	9	30	7.7
250-299	0	0	0	0	3

TABLE- 33B

Central Tendency & Variability of Academic Achievement scores of Students as taught by teachers having Low Teaching Aptitude

N- 510

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness
	N	M	Mdn.	Mo.	σ	SEm.	Sk
Students of the Teachers having low Teaching Aptitude	30	371.7	370.9	369.3	37.5	6.84	0.02

In the sample, there are only 2 schools out of 54 schools are found where all the teachers, which are 7 in total have low Teaching Aptitude. Therefore for this investigation, the students of these school are taken. These are 30 in total.

The Frequency Distribution, Central Tendency and Variability of scores of the students as taught by Low Teaching Aptitude teachers is shown in table (33a) & (33b).

The Frequency Distribution shows normal distribution of the cases. The value of Mean, Mdn. & Mode are 371.7, 370.9 and 369.3 respectively. The figures show normal distribution.

TABLE- 34A

A Comparative Study of Frequency Distribution of Academic Achievement scores of Students as taught by the teachers having High and Low Teaching Aptitude.

Class Interval	Students of the teachers having high Teaching Aptitude					Students of the teachers having low Teaching Aptitude.				
C.I	f.	f %	C.f.	c.f. %	S.f.	f	f%	c.f.	c.f.%	S.F.
500-549	0	0	30	100	2.6	0	0	30	100	0
450-499	8	26.7	30	100	7.6	0	0	30	100	2.3
400-449	15	50.0	22	73.3	10.0	7	23.3	30	100	7.0
350-399	7	23.3	7	23.3	7.3	14	46.7	23	76.7	10.0
300-349	0	0	0	0	2.3	9	30	9	30.0	7.7
250-299	0	0	0	0	0	0	0	0	0	3.0
200-249	0	0	0	0	0	0	0	0	0	0

TABLE- 34B

A comparative study of Central tendency and Variability of Academic Achievement scores of the students as taught by teachers having High and Low Teaching Aptitude

Group	N	Mean M	Median Mdn.	Mode Mo.	Standard Deviation σ	Standard Error of Mean SEm.	Skewness Sk
Students of the Teachers having high Teaching Aptitude	30	426.7	426.2	425.2	35.5	6.48	0.004
Students of the Teachers having Low Teaching Aptitude	30	371.7	370.9	369.3	37.5	6.84	0.02

Table (34a) and (34b) show a comparative study of Frequency Distribution, Central Tendency and Variability of the Academic Achievement scores of the students as taught by teachers having High and Low Teaching Aptitude. Table (34a) shows the highest cases of the Academic Achievement scores of students of High Teaching Aptitude teachers lies upon class interval (400-449), while maximum cases of the Academic Achievement scores of students of Low Teaching Aptitude teachers lie upon class interval (350-399). The Mean of first and second group is 426.7 and 371.7 respectively. It indicates that the students taught by the teachers having High Teaching Aptitude are better than the students taught by the Low Teaching Aptitude teachers in the area of Academic Achievement.

3.5 COMPARATIVE STUDY : JOB SATISFACTION & ACADEMIC ACHIEVEMENT

TABLE- 35A

Frequency Distribution of Academic Achievement scores of the students as taught by the teachers having High Job Satisfaction

N- 30

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
500-549	0	0	30	100	3.7
450-499	11	36.7	30	100	7.0
400-449	10	33.3	19	63.3	10.0
350-399	9	30.0	9	30.3	6.3
300-349	0	0	0	0	3.0
250-299	0	0	0	0	0
200-249	0	0	0	0	0

TABLE- 35B

Central Tendency and Variability of the Academic Achievement scores of the students as taught by the teachers having High Job Satisfaction

N-30

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness
	N	M	Mdn.	Mo.	σ	SEm.	Sk
Students of the Teachers having high Job Satisfaction.	30	428.3	429.5	431.9	41	7.48	- 0.09

In the sample, there are only 2 schools out of 54 schools are found where all the teachers which are 6 in total, have High Job-Satisfaction. Therefore for this investigation 30 students of these schools are taken.

Table (35a) and (35b) show the Frequency Distribution, Central Tendency and Variability of the Academic Achievement scores of the students as taught by the teachers having High Job Satisfaction. The values of Mean, Median and Mode are 428.3, 429.5 and 431.9 respectively.

The table (35a) show the variation from normality of the distribution. This variation is found due to small sample. It may be possible to get normal distribution by increasing the no. of cases.

TABLE- 36A

Frequency Distribution of Academic Achievement scores of the Students as taught by the teachers having Low Job Satisfaction

N- 30

Class Interval	Frequencies		Cumulative Frequencies		Smooth frequencies
C.I.	f	f %	C.f.	C.f. %	S. f.
500-549	0	0	30	100	0
450-499	0	0	30	100	3.0
400-449	9	30	30	100	8.0
350-399	13	43.3	21	70	9.7
300-349	7	23.3	8	26.7	7.0
250-299	1	3.3	1	3.3	2.7
200-249	0	0	0	0	0.3

TABLE- 36B

Central Tendency and Variability of the Academic Achievement Scores of the students as taught by the teachers having Low Job Satisfaction

N-30

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness
	N	M	Mdn.	Mo.	σ	SEm.	Sk
Students of the Teachers having Low Job Satisfaction.	30	375	376.4	379.2	41	7.48	- 0.1

In this investigation only 6 teachers along with 30 students are taken up. Out of 54 schools only 2 schools are chosen because of 6 teachers working in them are all have Low Job Satisfaction.

Table (36a) and (36b) show Frequency Distribution, Central Tendency and Variation on Academic Achievement scores of the students of teachers having Low Job Satisfaction.

The Frequency Distribution of Academic Achievement scores of students shows that the scores are more or less normally distributed. The Mean, Median and Mode are 375, 376.4 and 379.2 respectively. These figures also indicate normal distribution of the score.

TABLE- 37A

A Comparative Study of Frequency Distribution of Academic Achievement scores of the Students as taught by the teachers having High and Low Job-Satisfaction.

Class Interval	Students of the teachers having high Job Satisfaction					Students of the teachers having low Job- Satisfaction				
C.I.	f.	f %	C.f.	c.f. %	S.f.	f	f%	c.f.	c.f.%	S.F.
500-549	0	0	30	100	3.7	0	0	30	100	0
450-499	11	36.7	30	100	7.0	0	0	30	100	3
400-449	10	33.3	19	63.3	10.0	9	30	30	100	8
350-399	9	30.0	9	30.3	6.3	13	43.3	21	70	9.7
300-349	0	0	0	0	3.0	7	23.3	8	26.7	7
250-299	0	0	0	0	0	1	3.3	1	3.3	2.7
200-249	0	0	0	0	0	0	0	0	0	0.3

TABLE- 37B

A comparative study of Central tendency and variability of Academic Achievement scores of the students as taught by the teachers having high & low Job Satisfaction

Group		Mean	Median	Mode	Standard Deviation	Standard Error of Mean	Skewness
	N	M	Mdn.	Mo.	σ	SEm.	Sk
Students of the Teachers having high Job Satisfaction	30	428.3	429.5	431.9	41	7.78	-0 .09
Students of the Teachers having Low Job Satisfaction	30	375	376.4	379.2	41	7.48	- 0.1

Table (37a) and (37b) show simultaneously Frequency Distribution, Central Tendency and Variability of Academic Achievement scores of Students as taught by the teachers having High & Low Job-Satisfaction.

Maximum 36.7% cases of the students as taught by the teachers having High Job-Satisfaction lie upon (450-499) class interval and Maximum 43.3% cases of that students who are taught by the teachers having Low Job-Satisfaction lie upon (350-399) class interval. The Mean of first and second group is 428.3 and 375 respectively which shows that first group is better than second. In this way we can infer that Job-Satisfaction of teachers affect Academic Achievement of the students.

CHAPTER - 4

RELATIONSHIP & COMPARISON

- 4.1 Relationship between Teaching Aptitude & Job Satisfaction**
- 4.2 Comparison of Teaching Aptitude and Job Satisfaction**
- 4.3 Comparisons of Different Groups in Teaching Aptitude**
- 4.4 Comparisons of Different Groups in Job Satisfaction**
- 4.5 Comparisons of Different Group in Academic Achievement**

CHAPTER IV**RELATIONSHIP & COMPARISON****4.1 Relationship Between Teaching Aptitude & Job Satisfaction****TABLE 38**

Showing the coefficient of correlation between the scores of Teaching Aptitude and Job satisfaction for whole sample.

N-160

Variables	Coefficient of Correlation (r)	Significant Value	
		0.05	0.01
1. Teaching Aptitude 2. Job Satisfaction	0.103	0.155*	0.203**

* Not Significant

df. No = 158

** Not Significant

The value of coefficient of correlation shows the relationship between two variables. The table (38) shows that the value of r is 0.103 between the scores of Teaching Aptitude and Job-Satisfaction. This value against the tabulated value 0.155 at 0.05 level is less. Hence, the relationship between the above two variables is positive but not significant. Further the same obtained value 0.103 is very less than the value 0.203 at the level of 0.01, so the relation at this level is quite not significant.

In case the no. of the cases be increased to a greater extent, it may be possible, the significant relationship between the above variable may be find out.

TABLE 39

Showing the coefficient of correlation between the scores of Teaching Aptitude and Job Satisfaction of Male teachers.

N-105

Variables	Coefficient of Correlation (r)	Significant Value	
		0.05	0.01
1. Teaching Aptitude	0.096	0.192*	0.251**
2. Job Satisfaction			

* Not Significant

df. No = 103

** Not Significant

The table (39) shows the value of coefficient of correlation r is 0.096 between the scores of Teaching Aptitude and Job-Satisfaction of Male teachers group.

The value of r 0.096 is less than the tabulated value 0.192 at 0.05 level. Hence the relationship between two variables is positive but not significant. The obtained value of r is also very less than 0.251 at level of 0.01, so the relation at this level is also not significant.

In this investigation the no. of the subjects are less, in case no. of the cases be increased, it may be possible to have significant relationship.

TABLE 40

Showing the coefficient of correlation between the scores of Teaching Aptitude and Job Satisfaction of Female teachers group.

N-55

Variables	Coefficient of Correlation (r)	Significant Value	
		0.05	0.01
1. Teaching Aptitude	0.281	0.270*	0.346**
2. Job Satisfaction			

* Significant

df. No = 53

** Not Significant

The table (40) shows the value of coefficient of correlation between the scores of Teaching Aptitude and Job-Satisfaction in respect of Female teachers is 0.281 which is higher than the tabulated value 0.270 at the level of 0.05. As such the relationship between above two variables is significant meaning thereby there is a positive relationship between Teaching Aptitude and Job-Satisfaction of the Female teachers.

The table (39) showing score of the male teachers, gives adverse significance. It shows the environmental factors for Male and Female teachers are quite different, As such relationship of the Female teachers in respect of Teaching Aptitude & Job-Satisfaction is positive and significant, while the environmental factors of the male teachers are not conducive to the significant relationship.

4.2 COMPORISONS OF TEACHING APTITUDE AND JOB SATISFACTION

TABLE 41

Comparison of Teaching Aptitude and Job Satisfaction of Whole Sample

Contingency Table 2x2

N-45

Job Satisfaction	Teaching Aptitude			
	Group	High Teaching Aptitude	Low Teaching Aptitude	Total
	High Job Satisfaction	9	10	19
	Low Job SATisfaction	12	14	26
	Total	21	24	45

Chi Square Value	df	Significant Value	
		0.05	0.01
.065	1	3.841*	6.635**

* Not Significant

** Not Significant

There is no significant relationship between two variables as obtained chi-square value is .065 while tabulated value at 0.05 level is 3.841 which is higher than the obtained value. It can be said that there is no significant positive relationship between the both variables. The tabulated value at .01 level is 6.635 which is much higher than the obtained value. The reason behind may be that the low relationship as found owing to the advancement of the science and technology and spreading over all phases of human life. As such it is obvious that life styles of human being are changed and being changing day by day. This will affect upon the Job-Satisfaction. In this way the relationship between the Teaching Aptitude and Teaching Job-Satisfaction appear to be low as justified through the above statement.

TABLE 42**Comparison of Teaching Aptitude and Job-Satisfaction of Male teachers****Contingency Table 2x2****N=28**

Job Satisfaction	Teaching Aptitude			
	Group	High Teaching Aptitude	Low Teaching Aptitude	Total
	High Job Satisfaction	6	5	11
	Low Job Satisfaction	11	6	17
	Total	17	11	28

Chi Square Value	df	Significant Value	
		0.05	0.01
0.289	1	3.841*	6.635**

* Not Significant

** Not Significant

The table (42) shows the comparison of Teaching Aptitude and Job-Satisfaction for Male teachers. Here obtained value of Chi-square is 0.289, which is very less than the tabulated value 3.841 at 0.05 level. Hence there is not significant relationship between two variables. The tabulated value 6.635 at 0.01 level is much higher than obtained value, therefore it can be said that there is positive but insignificant relationship between both variables.

It is a well known fact that the life styles of the human beings are going on changing day by day with global conditions in multiphasic aspects of the humans personality. The obtained result is a reflection of this change.

TABLE 43**Comparison of Teaching Aptitude and Job-Satisfaction of Female teachers****Contingency Table 2x2****N=17**

Job Satisfaction	Teaching Aptitude			
	Group	High Teaching Aptitude	Low Teaching Aptitude	Total
	High Job Satisfaction	3	5	8
	Low Job Satisfaction	1	8	9
	Total	4	13	17

Chi Square Value	df	Significant Value	
		0.05	0.01
1.639	1	3.841*	6.635**

* Not Significant

** Not Significant

The table (43) shows that there is insignificant relationship is found between Teaching Aptitude and Job-Satisfaction for Female teachers as the obtained value of Chi-square 1.639 is less than the tabulated value 3.841 at the level of 0.05. The obtained value of chi-square is also much less than the tabulated value 6.635 at 0.01 level, which clearly shows positive but insignificant relationship between two variables.

The chi-square value of the Male teachers on the said comparison is .289 while the Chi-square value of the Female teachers in this respect is 1.639 which is higher. This clearly shows the Female teachers are better than Male teachers. Further it may be also thought over that the environmental conditions of Female teachers involving Job-Satisfaction is more congenial.

4.3 COMPARISONS OF DIFFERENT GROUPS IN TEACHING APTITUDE

TABLE 44

Comparison between Male and Female teachers in Teaching Aptitude

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0 .01
Male Teachers	105	148.7	21.7	2.45	1.98*	2.61**
Female Teachers	55	139.0	24.8			

df- 158

*Significant

** Not Significant

On the Teaching Aptitude test the obtained Mean of the Male teachers is 148.7 and 139 of the Female teachers. The difference between these two Means is 9.7. Statistically the obtained value of critical ratio (C.R.) is 2.45 which is higher than the tabulated value 1.98 at the level of 0.05. Therefore the Mean difference at this level is significant and it can be said that Male teachers are better than Female teachers in the area of Teaching Aptitude as the Mean of Male teachers is higher than Female teachers. But the obtained value of C.R. is less than the tabulated value 2.61 at 0.01 level. So at this level the mean difference of two groups is not significant.

On the basis of aforesaid result Hypothesis No.1, 'Female teachers are found better than Male teachers in the field of Teaching Aptitude' is rejected.

But the results confirm the Hypothesis No.2, 'There is a significant difference between the Male and Female teachers of the sample in the area of Teaching Aptitude', at level, 0.05.

Figure (15) which shows Comparison of Mean and S.D. on TAT Scores of Whole sample, Male and Female Teachers also confirms Hypothesis no. 2.

Figure - 15
Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Whole Sample, Male & Female Teachers

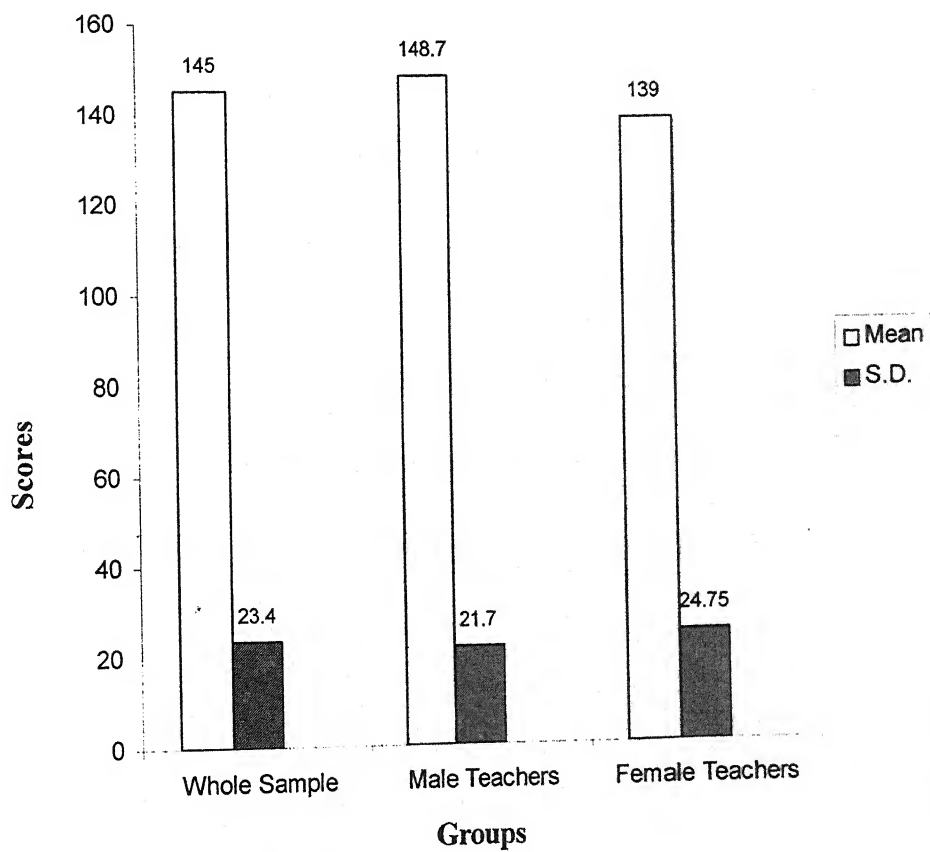


TABLE 45**Comparison between Science and Arts Teachers in Teaching Aptitude**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Science Teachers	50	151.3	22.2	2.4	1.98*	2.61**
Art Teachers	110	142.1	22.5			

df- 158

*Significant

** Not Significant

There is a difference of 9.2 between the two Means of Teaching Aptitude of Science teachers and Arts teachers. The C.R. value is 2.4, which is higher than tabulated value 1.98 at level 0.05. Statistically it indicates that mean difference is significant. This shows that Science and Arts teachers differ in Teaching Aptitude. The higher Mean score of Science teachers indicates that Science teachers have high Teaching Aptitude in comparison to the Arts teachers. The obtained value of C.R. is less than 2.61 at level 0.01. Therefore at this level mean difference is not significant.

Figure (16) shows Comparison of Mean and S.D. of TAT Scores of Science & Arts Teachers.

Figure - 16
Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Science and Arts Teachers

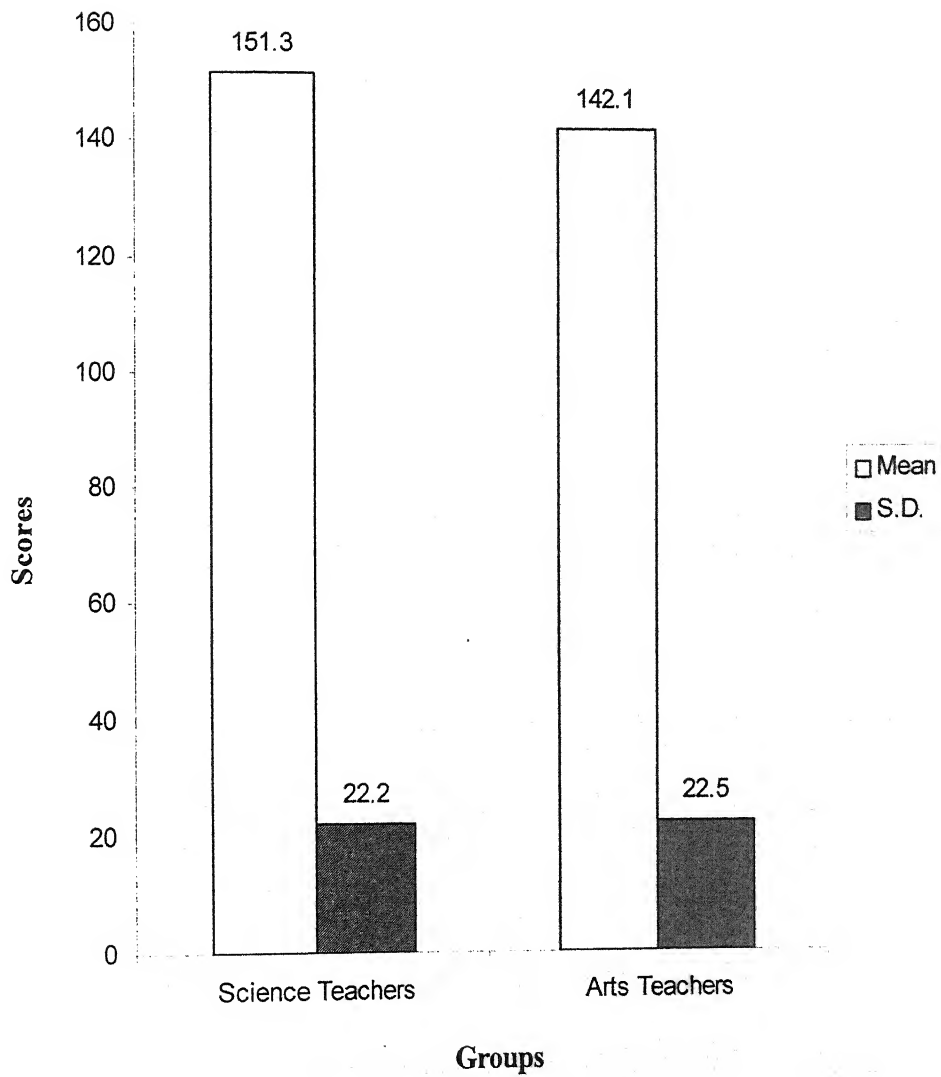


TABLE 46

**Comparison between Male and Female Science Teachers
in Teaching Aptitude**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Male Science Teachers	35	157.9	18.6	2.8	2.01*	2.68**
Female Science Teachers	15	139.4	22.5			

df- 48

*Significant

** Significant

The Mean scores in Teaching Aptitude of Male and Female Science teachers are 157.9 and 139.4 respectively and Mean difference is 18.5. The obtained value of C.R. 2.8 is higher than 2.01 and 2.68 of tabulated value at 0.01 and 0.05 level. This result shows that Mean difference is significant and Male & Female Science teachers differ in Teaching Aptitude. Male Science teachers have higher Mean score in comparison to the Female Science teachers. It indicates that Male Science teachers have high Teaching Aptitude.

Figure (17) confirms this result, which shows Comparison of Mean and S.D. on TAT Scores of Male and Female Science Teachers.

Figure - 17
Comparison of Mean and Standard Deviation (S.D.) on TAT Scores of Male & Female Science Teachers

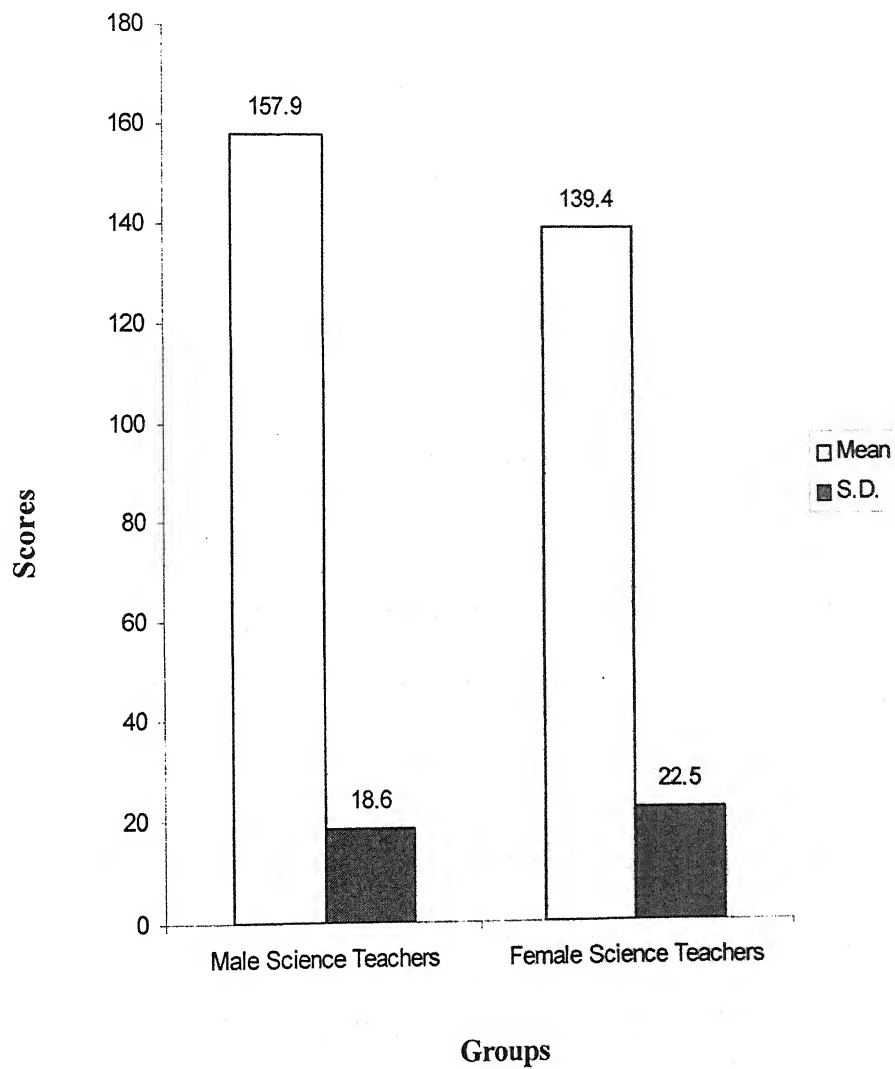


TABLE 47**Comparison between Male and Female Arts Teachers in Teaching Aptitude**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Male Arts Teachers	70	144.1	21.6	0.84	1.98*	2.63**
Female Arts Teachers	40	140.1	25.5			

df- 108

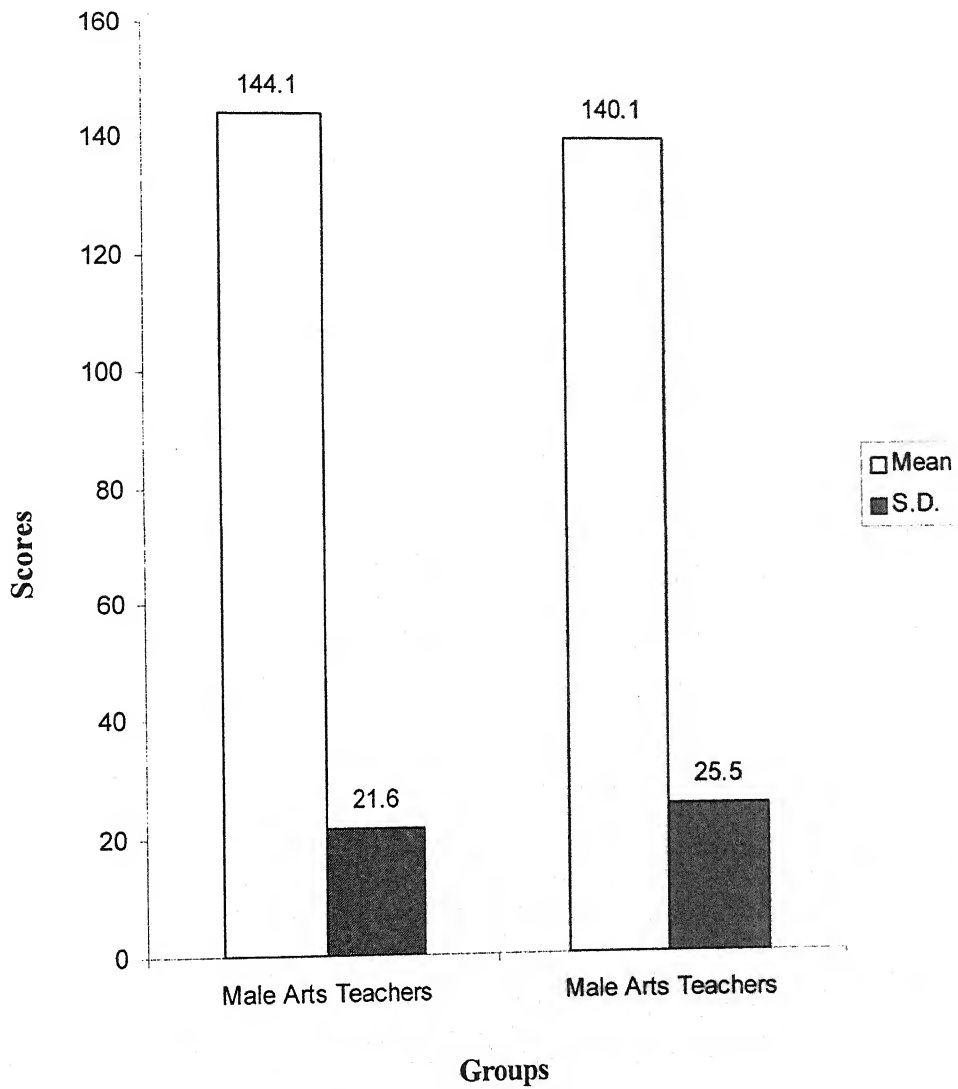
* Not Significant

** Not Significant

The table (47) indicates Mean of Male and Female Arts Teachers are 144.1 and 140.1 respectively. The difference of two Means is 4. The value of C.R. is 0.84 which is less than 1.98 and 2.63 as tabulated at .05 and .01 level. This shows that there is no significant difference between the Male and Female Arts Teachers in the area of Teaching Aptitude. Thus it can be said that Male and Female Arts Teachers do not differ significantly in Teaching Aptitude.

Figure (18) shows Comparison of Mean and S.D. of TAT Scores of Male & Female Arts Teachers.

Figure - 18
Comparison of Mean and Standard Deviation (S.D.) on
TAT Scores of Male & Female Arts Teachers



4.4 COMPARISONS OF DIFFERENT GROUPS IN JOB-SATISFACTION

Table - 48

Comparison between Male and Female Teachers in Job Satisfaction

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Male Teachers	105	23	2.4	0.29	1.98*	2.61**
Female Teachers	55	23.13	2.8			

df- 158

*Not Significant

** Not Significant

The Mean score of Male and Female teachers in Job Satisfaction is 23 and 23.13 respectively as given in the table. The obtained value of C.R. is 0.29. This value is less than 1.98 and 2.61 as tabulated at .05 and .01 level. Statistically it refers that Male and Female teachers do not differ significantly in the area of Job-Satisfaction. The higher value of Mean of Female teachers show that they are more Job-Satisfied in comparison to Male teachers.

The Hypothesis No. 3 that 'Female teachers are found better than Male teachers in the area of Job Satisfaction' is accepted.

But the result does not confirm the Hypothesis No. 4 that 'there is a significant difference between the Male and Female teachers of the sample in the field of Job-Satisfaction'. Therefore Hypothesis no. 4 is rejected.

Figure (19) shows Comparison of Mean and S.D. of Job-Satisfaction Scores of Whole sample, Male & Female Teachers.

Figure - 19
Comparison of Mean and Standard Deviation (S.D.) on Job Satisfaction
Scores of Whole Sample, Male & Female Teachers

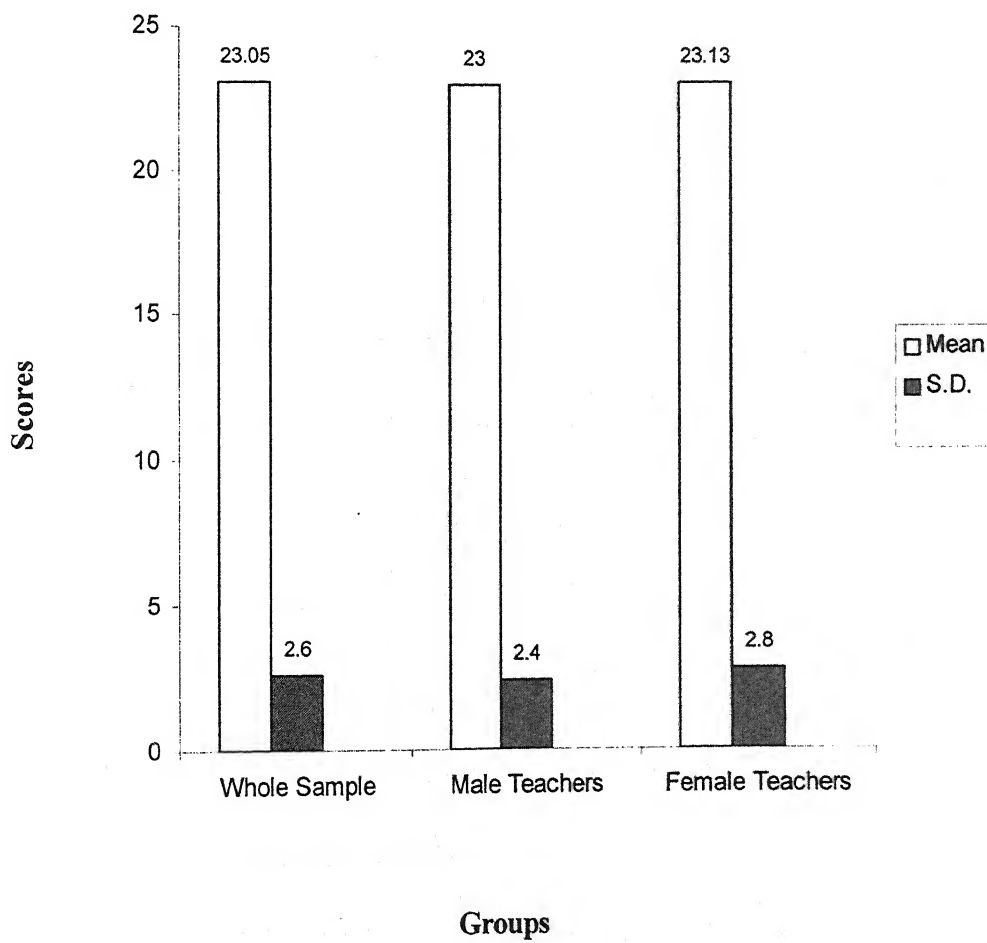


TABLE - 49**Comparison between Science and Arts Teachers in Job Satisfaction**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Science Teachers	50	23	2.6	3.18	1.98*	2.61**
Arts Teachers	110	24.4	2.4			

df- 158

*Significant

** Significant

The table (49) shows the value of Mean score in Job-Satisfaction of Science and Arts teachers. The difference is 1.4 between two Means. The value of C.R. is 3.18 which is higher than the values 1.98 and 2.61 as tabulated at level 0.05 and level 0.01. This indicates that the Mean difference between two groups is significant and the Science and Arts teachers differ in the area of Job-Satisfaction. Higher value of Mean for Arts teachers shows that they are more job satisfied than Science teachers.

Figure (20) shows Comparison of Mean and S.D. of Job-Satisfaction Scores of Science & Arts Teachers.

Figure - 20
Comparison of Mean and Standard Deviation (S.D.) on Job Satisfaction
Scores of Science & Arts Teachers

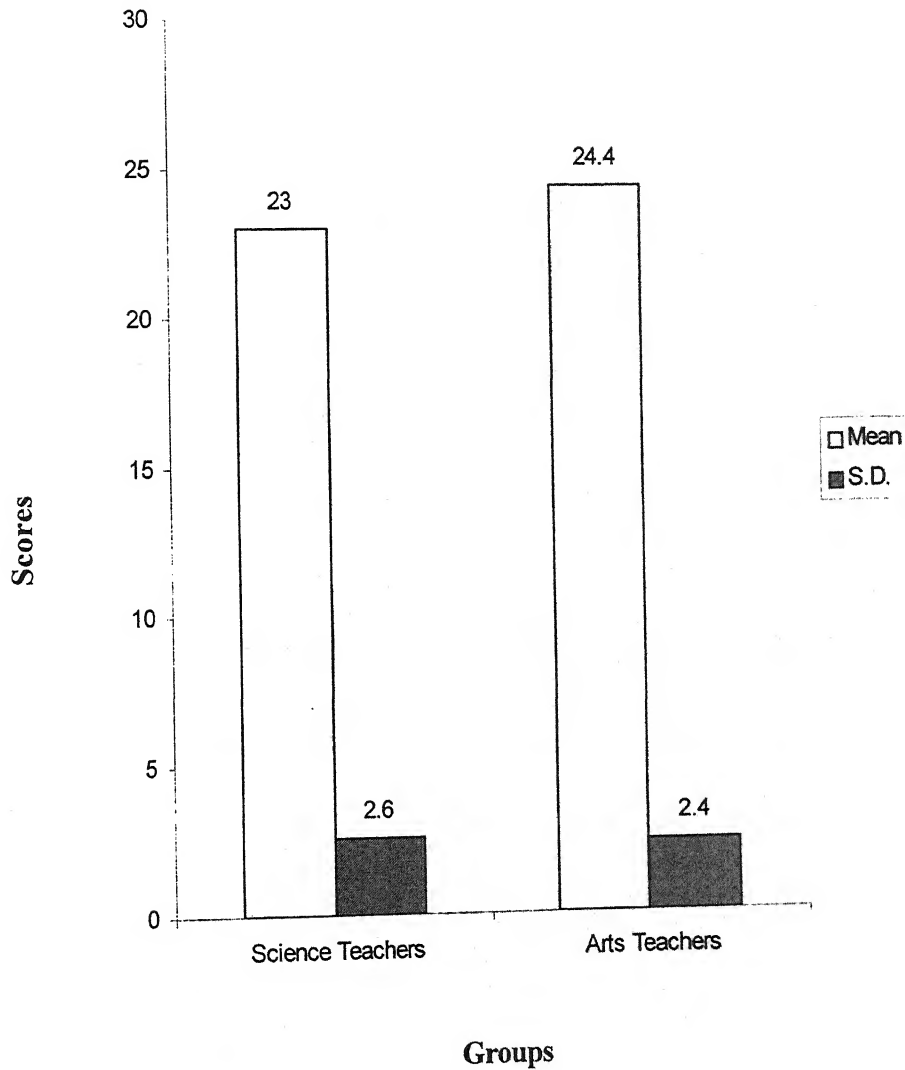


TABLE 50**Comparison between Male & Female Science Teachers in Job-Satisfaction**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Male Science Teachers	35	22.7	2.4	1.34	2.01*	2.68**
Female Science Teachers	15	23.8	2.8			

df- 48

* Not Significant

** Not Significant

The table (50) indicates Mean of Male Science teachers and Female Science teachers. The difference of two Means is 0.4. The value of C.R. is 1.34 which is less than 2.01 and 2.68 as tabulated at 0.05 and 0.01 level. This shows that there is no significant difference between the Male and Female Science teachers and they do not differ significantly in the area of Job-Satisfaction.

Figure (21) shows Comparison of Mean and S.D. of Job-Satisfaction Scores of Male and Female Science Teachers.

Figure - 21
Comparison of Mean and Standard Deviation (S.D.) on Job Satisfaction
Scores of Male & Female Science Teachers

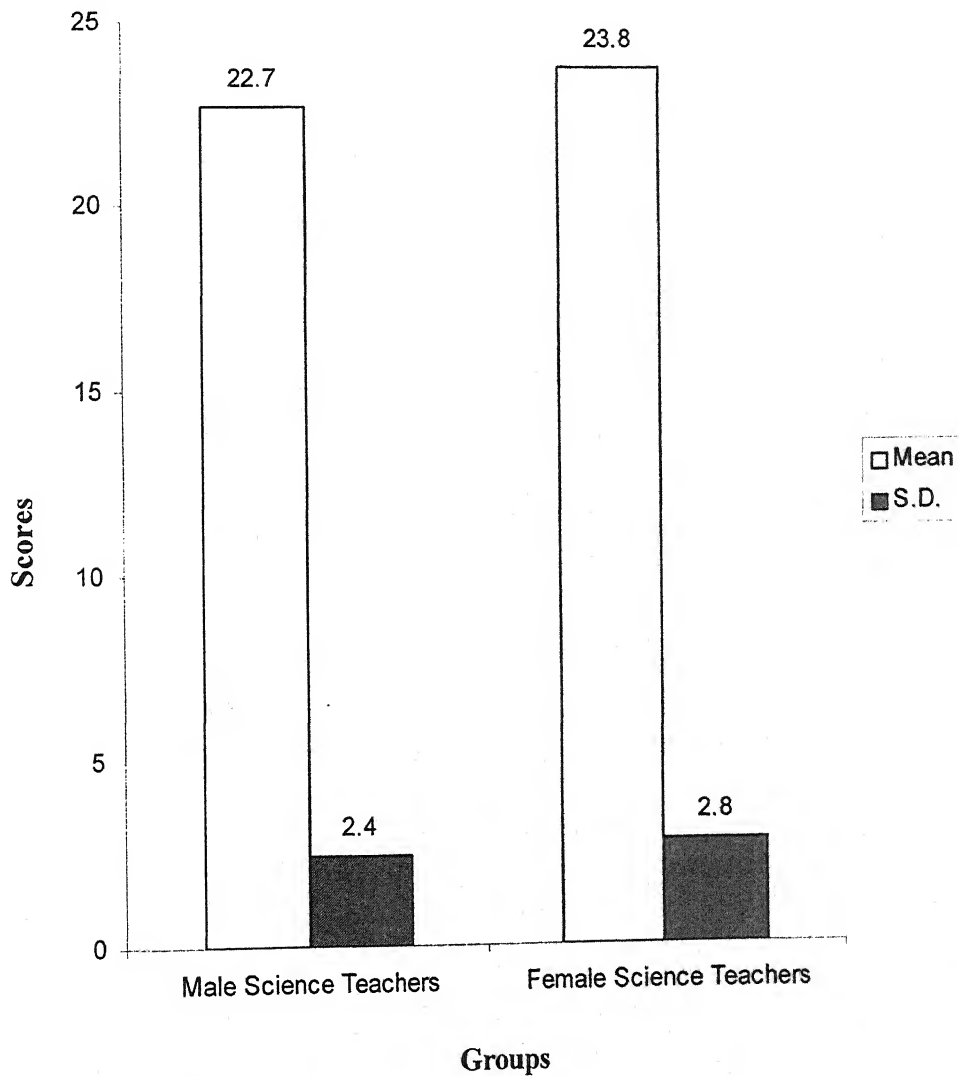


TABLE 51**Comparison between Male & Female Arts Teachers in Job-Satisfaction**

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Male Arts Teachers	70	24.7	2.1	.66	1.98*	2.63**
Female Arts Teachers	40	24.1	2.8			

df- 108

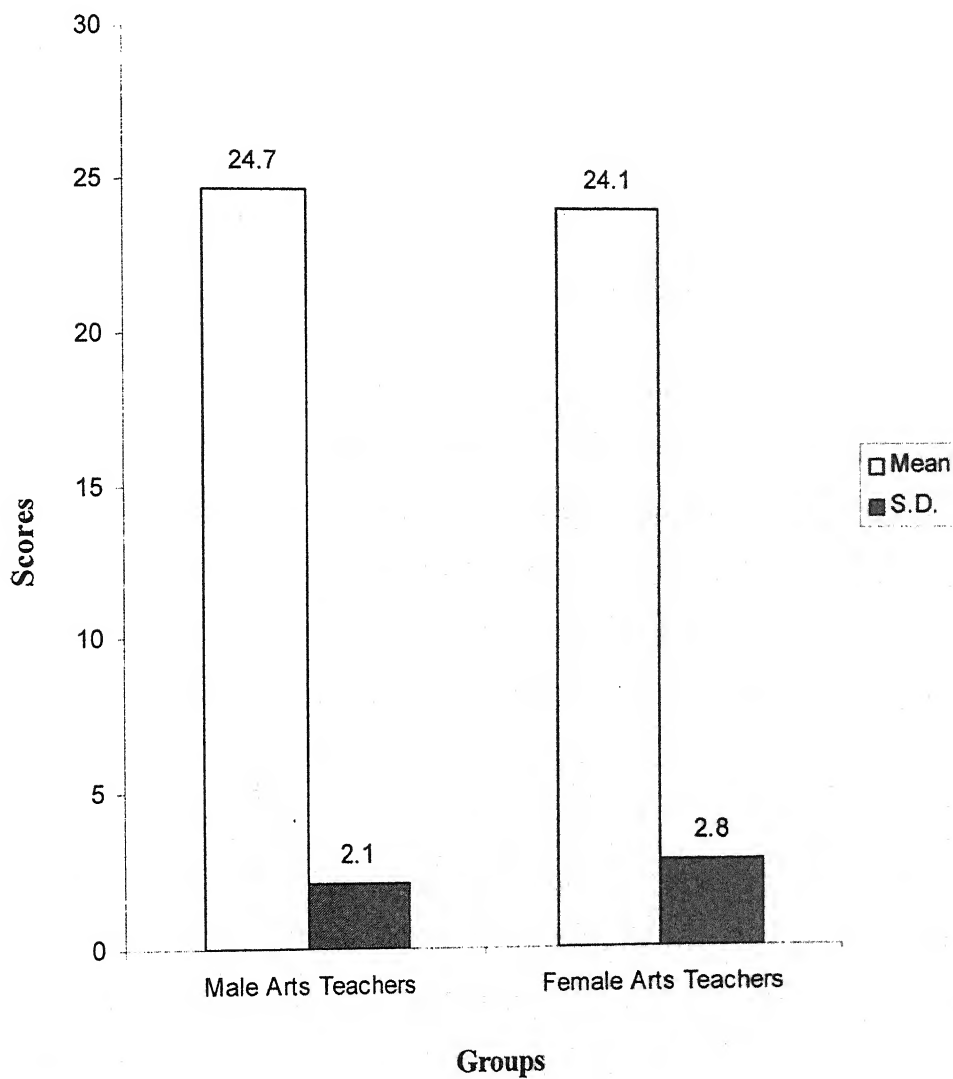
* Not Significant

** Not Significant

In table (51) the Mean scores in Job-Satisfaction of Male & Female Arts teachers is given. The Mean difference is 0.7. The obtained value of C.R. is 0.66. The tabulated value at level 0.05 is 1.98 and at level .01 is 2.63. These both values are higher than the obtained value of C.R. 0.66. Therefore the Mean difference between Male and Female Arts teachers is not significant in the area of Job-Satisfaction.

Figure (22) shows Comparison of Mean and S.D. of Job-Satisfaction Scores of Male and Female Arts Teachers.

Figure - 22
Comparison of Mean and Standard Deviation (S.D.) on Job Satisfaction
Scores of Male & Female Arts Teachers



4.5 COMPARISONS OF DIFFERENT GROUPS IN ACADEMIC ACHIEVEMENT

TABLE - 52

Comparison between Boy and Girl students in Academic Achievement

Group	No.	Mean	S.D.	C.R.	Significant value	
					0.05	0.01
Boy Students	565	392.26	48	2.01	1.96*	2.58**
Girl Students	510	398.24	49.5			

df- 1073

* Significant

** Not Significant

The Mean scores of Academic Achievement of Boy and Girl students are 392.26 and 398.24 as given in the table (52). The value of C.R. is 2.01. This value is higher than the tabulated value 1.96 at .05 level. Hence the Mean difference is significant at this level and Boy students differ to Girl students in Academic Achievement. But the obtained value of C.R. is less than the tabulated value 2.58 at 0.01 level. So at this level the Mean difference of two groups is not significant. As the value of Mean for Girl students is higher than the value of Boy students, it can be said that the Girl students are better than Boy students in Academic Achievement.

In the Light of this result the Hypothesis No. 5 that 'Girl students are found better than Boy students in the field of Academic Achievement' is accepted.

At level 0.05 the Mean difference between both group is found significant. Therefore Hypothesis No. 6, 'There is a significant difference between Boy and Girl students in the field of Academic Achievement' is accepted.

Figure (23) shows Comparison of Mean and S.D. on Academic Achievement Scores of Whole sample, Boy and Girl Students.

Figure - 23
Comparison of Mean and Standard Deviation (S.D.) on Academic Achievement Scores of Whole Sample, Boy and Girl Students

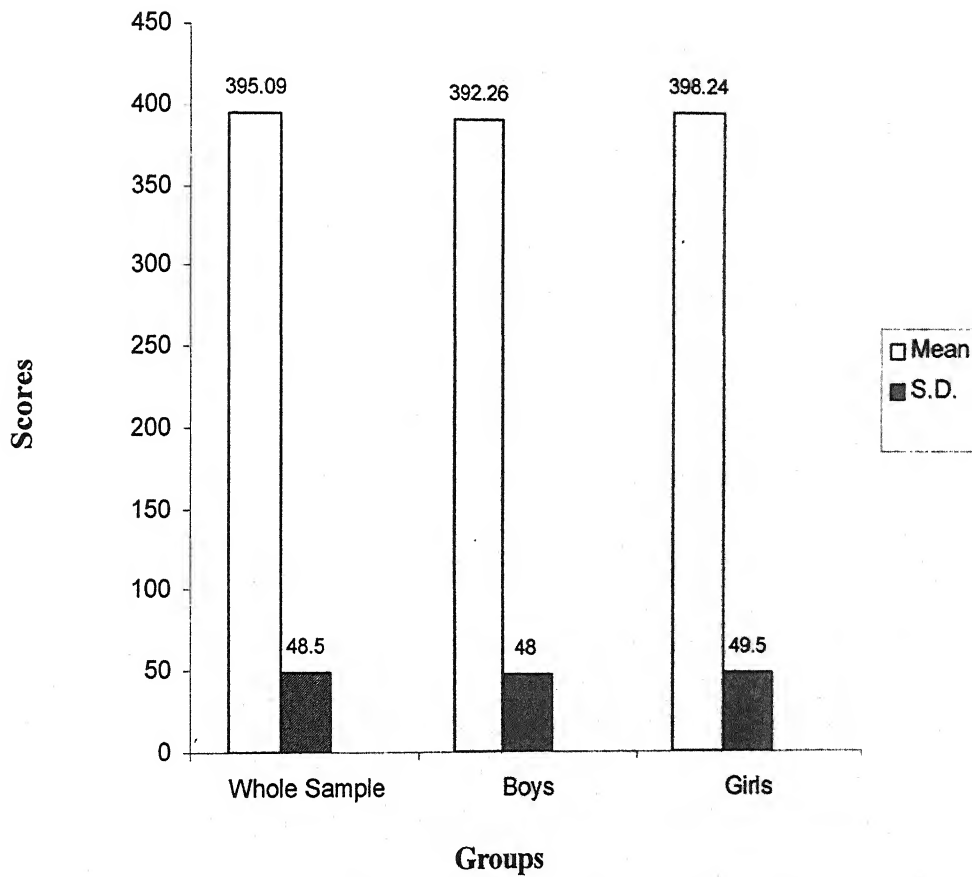


TABLE - 53

Comparison between Academic Achievement scores of the students as taught by High Teaching Aptitude Teachers and as taught by Low Teaching Aptitude teachers

Group	No.	Mean	S.D.	C.R.	Significant value	
					.05	.01
Students of High Teaching Aptitude teachers	30	426.7	35.5	5.83	2.00*	2.66**
Students of Low Teaching Aptitude teachers	30	371.7	37.5			

df- 58

*Significant

** Significant

The result in respects of the Academic Achievement of the students as taught by High Teaching Aptitude teachers and that of the students as taught by Low Teaching Aptitude teachers show the effect of Teaching Aptitude on as of the students. The Higher Aptitude leads higher Achievement while low aptitude to low Academic Achievement of students. In this way we can infer that effect of Teaching Aptitude of the teachers on Academic Achievements of students is confirmed.

Further looking into other statistics of these variables also accept these findings.

The table (53) shows the value of Mean of Academic Achievement scores of the students as they taught by High and Low Teaching Aptitude teachers.

The difference of Mean is 55. The value of C.R. is found 5.83. This value is higher than tabulated value 2.00 at level .05 and 2.66 at level 0.01. Therefore the Mean difference between two groups is significant. As the Mean of Academic Achievement of the students as taught by High Teaching Aptitude teachers is higher than the Mean of the Academic Achievement of that students who are taught by the teachers having Low Teaching Aptitude, it can be said the Teaching Aptitude of a teacher affects the Academic Achievement of the student.

Therefore Hypothesis No. 7 that, 'there is a significant impact of Teaching Aptitude of the teaches on student's Academic Achievement' is accepted.

Figure (24) also confirms Hypothesis no. 7 which shows Comparison of Mean and S.D. on Academic Achievement Scores of the students as taught by High & Low Teaching Aptitude Teachers.

Figure - 24
Comparison of Mean and Standard Deviation (S.D.) on
Academic Achievement Scores of the Students as Taught by
Teachers having High & Low Teaching Aptitude

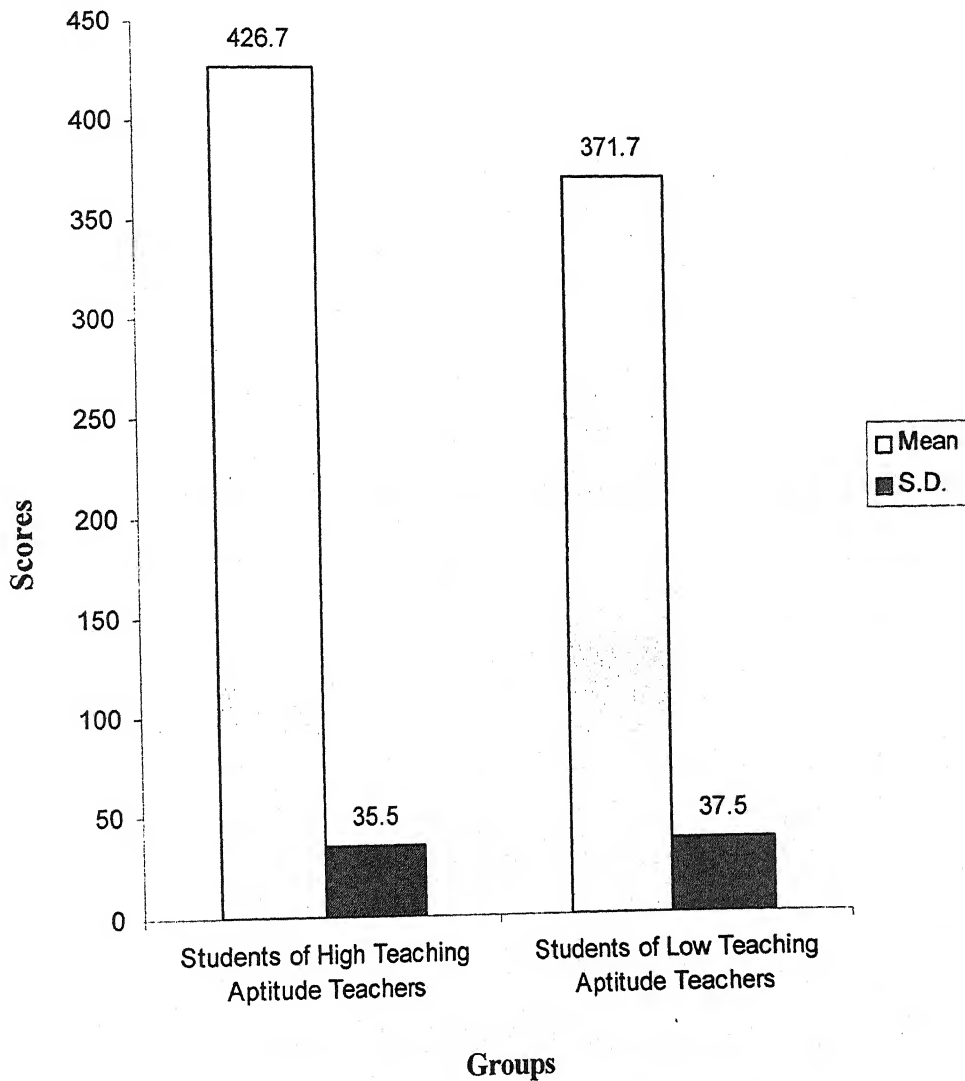


TABLE - 54

Comparison between Academic Achievement Scores of the students as taught by teachers having High Job-Satisfaction and as taught by teachers having Low Job Satisfaction

Group	No.	Mean	S.D.	C.R.	Significant value	
					.05	.01
Students of High Job Satisfaction teachers	30	428.3	41	5.03	2.00	2.66
Students of low Job Satisfaction teachers	30	375	41			

df- 58

*Significant

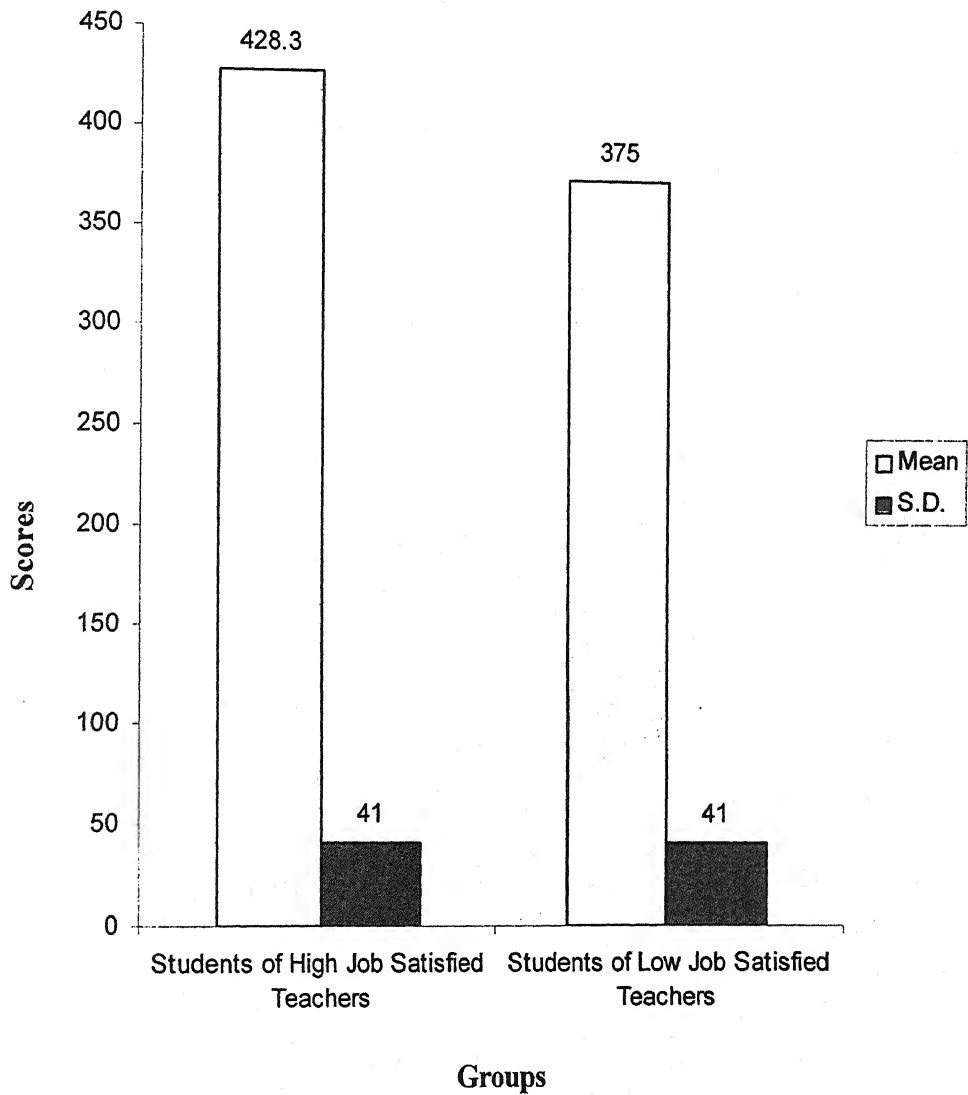
** Significant

The value of Mean of the Academic Achievement of Students who taught by the teachers having High and Low Job Satisfaction is shown in table (54). The obtained value of C.R. is 5.03. This value is higher than the tabulated value 2.00 at level 0.05 and 2.66 at level .01. It indicates the difference of Mean between two groups is significant. As the value of Mean of Academic Achievement scores of the students who are taught by the teachers having High Job Satisfaction is higher than the Mean value of Academic Achievement scores of the students as taught by the teachers having Low Job Satisfaction, it can be said that there is a positive impact of teacher's Job Satisfaction over student's Academic Achievement.

Therefore Hypothesis No. 8, 'there is a significant role of teacher's Job Satisfaction on student's Academic Achievement' is accepted.

Figure (25) also confirms Hypothesis no. 8 which shows Comparison of Mean and S.D. on Academic Achievement Scores of the students as taught by High & Low job-satisfied Teachers.

Figure - 25
Comparison of Mean and Standard Deviation (S.D.) on
Academic Achievement Scores of
the Students as Taught by Teachers having High & Low Job Satisfaction



CHAPTER - 5

CONCLUSIONS & SUGGESIONS

5.A CONCLUSIONS

5.A.1 Relationship between Teaching Aptitude and Job Satisfaction.

5.A.2 Conclusions on Teaching Aptitude

5.A.3 Conclusions on Job Satisfaction

5.A.4 Conclusions on Academic Achievement

5.A.5 General Conclusions

5.B SUGGESIONS

5.B.1 For further Research

5.B.2 For Teachers, Students and Parents

5.B.3 For Administrators and Other Connected Social Agencies

A. CONCLUSIONS :

Education is the fundamental need of our nation. In the civilised world Education has gained so much importance that one can't think of a secured existence without it. It is because of this that every community has its own education system according to its need and aspirations. But for an effective and fruitful education system we need teachers of high qualities, devoted to their profession. Regarding the characteristics of a quality teacher, the educationist may vary but all agree that high level of Aptitude with Job Satisfaction, goes to make a good teacher.

It is generally presumed that high Teaching Aptitude of teachers arises better Academic Achievements to his students. Similary A job-satisfied teacher gives his best to his students which results as better Academic Achievement of the students. This research has been undertaken to study Teaching Aptitude and its relationship with Job-Satisfaction among junior high school teachers in relation to the Academic Achievements of their students.

The researcher wanted to ascertain separately the relationship of Teaching Aptitude with that of Job Satisfaction and Academic Achievement of students. For this the correlation among these variables were computed and the following conclusions drawn :

5.A.1 RELATIONSHIP BETWEEN TEACHING APTITUDE AND JOB-SATISFACTION :

Conclusion reached by data analysis indicated that Teaching Aptitude has positive relationship with Job-Satisfaction but there is insignificant correlation between the two variables.

The findings differ in case of Male and Female teachers. Where in Male teachers positive but insignificant correlation is found between the two variables, in case of Female teachers the obtained coefficient of correlation is significant at level 0.05. This shows that out of 100 cases 95 cases having positive Teaching Aptitude are job satisfied.

5.A.2 CONCLUSIONS ON TEACHING APTITUDE :

The Study sample of 160 includes two groups of teachers -

(1) Male-Female (2) Science- Arts Teachers. The computed mean of Teaching Aptitude scores is found to be falling under the average Teaching Aptitude category according to Teaching Aptitude Test.

Sex Difference in Teaching Aptitude :

The conclusion in respect of the difference between the Male and Female teachers is significant to the level of confidence 0.05. It indicates that Male teachers are some what better than the Female teachers as far Teaching Aptitude is concerned.

Difference between Science and Arts Teachers in Teaching Aptitude :

Here also the difference is significant to the level of 0.05, which indicates that Science teachers significantly differ from Arts teachers in Teaching Aptitude. On the basis of data analysis, it can be concluded that the Science teachers are better than their Arts compatriots.

5.A.3 CONCLUSIONS ON JOB-SATISFACTION :

From the result received from the analysis of the Job Satisfaction scores, it can be concluded that the Job-Satisfaction scores of the teachers in this investigation are found above the average Job-Satisfaction inventory manual. The factors job security, satisfactory salary and peace of life may be responsible for the high Job-Satisfaction of the teachers.

Sex Difference in Job-Satisfaction :

The computed difference found not significant is indicative of the fact that there is no sex difference in the area of Job-Satisfaction and Job-Satisfaction has no sex bias.

Difference between Science and Arts Teachers in Job-Satisfaction :

In this respect the difference is found to be significant. It can be safely concluded that the Arts teachers are more satisfied with their job than that of Science teachers.

5.A.4 CONCLUSIONS ON ACADEMIC ACHIEVEMENT :

In this investigation the Academic Achievement Scores are taken from the 8th Board Examination. The computed Mean of Academic Achievement scores of the students which are taken for the purpose of study is found to be falling under the average of the Mean score of the Board Examination.

Sex Difference in Academic Achievement

The concerned data shows the difference between Boy and Girl students is significant. The results indicate that Girl students are better than Boy students in the field of Academic Achievement.

Difference in Academic Achievement of Students as taught by the teachers having High and Low Teaching Aptitude :

The difference in this respect is found significant. The result shows that the Mean of Academic Achievements of the students of the teachers having High Teaching Aptitude is much higher than the students of Low Teaching Aptitude Teachers. It indicates that the Teaching Aptitude of teachers affects positively Academic Achievement of their students.

Difference in Academic Achievement of students as taught by the teachers having High and Low Job Satisfaction :

The Conclusion in respect of the difference between these two groups is significant to the level of confidence. It can be safely concluded that the

students of highly Job-satisfied teachers are better in Academic Achievement than the students of low job satisfied teachers. This result confirms that there is a positive impact of teachers' Job-satisfaction over students' Academic Achievement.

5.A.5 GENERAL CONCLUSIONS :

On the basis of statistical treatment of the scores on the various variables under the investigation the following findings occur :

1. Positive Teaching Aptitude is found in all the teachers of the sample.
2. Some teachers are bestowed upon with high degree of Teaching Aptitude while some are not previlged of it meaning thereby of low scores.
3. Male teachers are found better than Female teachers in the field of Teaching Aptitude. (See Table 44)
4. Science Teachers are found better than Arts Teachers in this variable. (See Table 45)
5. Male Science Teachers are found better than Female Science Teachers in Teaching Aptitude. (See Table 46)
6. Male Arts Teachers are better than Female Arts Teachers in this area. (See Table 47)
7. More or less Job-Satisfaction is found among all the teachers of the sample under investigation.
8. Some of the teachers are well-satisfied with their job while some are not satisfied with their job.

9. Female teachers are found better satisfied with their job than that of Male teacher. (See Table 48)
10. Arts teachers are better satisfied than Science teachers in the field of Job-Satisfaction. (See Table 49)
11. Female Science teachers are found better satisfied than that of Male Science teachers. (See Table 50)
12. Male Arts Teachers are better satisfied than Female Arts teachers in the area of Job-Satisfaction. (See Table 51)
13. Teaching Aptitude of the teachers has got adequate and proper impact upon the Academic Achievement of the students. (See Table 53)
14. There is a significant difference between high Teaching Aptitude teachers' and Low Teaching Aptitude teachers in the field of Academic Achievement of their students. (See Table 53)
15. There is a significant difference between the teachers having High Job-Satisfaction scores and the teachers having Low Job-Satisfaction scores in the field of Academic Achievement of their students. (See Table 54)
16. In the field of Academic Achievement the Girl students are found better than Boy students. (See Table 52)

5.B SUGGESIONS

On the basis of reserch findings following suggesions are given by the researcher -

5.B.1 For Further Research :

The investigation with respect to Teaching Aptitude and Teachers' Job-Satisfaction with their impact on Academic Achievement of the students is limited to Junior High School teachers with a sample of 160.

- 1.1 The study will cover a bigger samle more than 1000 and will comprise various parts of the state.
- 1.2 The further study will cover other variables along with teacher's Teaching Aptitude.
- 1.3 The investigation will be made more scientific and objective, having considered the educacy and practibility of the tools as to be applied.
- 1.4 In modern age experimentation is liked by Educationist, Psychologist and other Social Scientists. As such the experimental designs for investigating Teaching Aptitude along with other variables may be formulated.
- 1.5 And interdisciplinary approach may also be incorporated for scientific findings and conclusions.

5.B.2 For Teachers, Students and Parents :

1. The research findings reveal the fact that Teaching Aptitude and Job-Satisfaction of teachers affect the Academic Achievement of their Students. Therefore conclusions of this research should be informed to the teachers to improve their level of Teaching Aptitude.

2. To improve of the personality of the teachers, the findings of the investigation may be communicated.
3. Teachers can inspire students to increase their Academic Achievement.
4. Parents can motivate their children to obtain better Academic Achievement through Progress Report.
5. Parents can choose the institution for their children where the teachers are of High Teaching Aptitude and Job-Satisfaction.

5.B.3 For Administrators and Other Connected Social Agencies :

1. The findings of the relationship of Teaching Aptitude and Job-Satisfaction can be used by principals & teachers to improve the educational standard of the pupils.
2. The administrators of the education department may be also informed of the research findings in order to improve their administration.
3. Many social agencies in state as well as center are functioning for over all progress and development in all phases of educational activities. They will get benefits from the research outcomes.
4. Social reforming agencies can make right use of teachers to impress the people and their children.

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APPENDIX

MASTER CHART

Name of the Block	S. No.	Name of the School	No. of the teachers									No. of Students		
			Male			Female			Total					
			Science	Art	Total	Science	Art	Total	Science	Art	Total	Boys	Girls	Total
CHITRAKOOT	1	Jr. High Sc. Chandra Gahna	1	0	1	0	2	2	1	2	3	11	2	13
	2	Jr.High Sc. Bandhuin	1	2	3	0	0	0	1	2	3	4	2	6
	3	Jr.High Sc. Sonepur	1	0	1	0	2	2	1	2	3	13	7	20
	4	Jr.High Sc. Purwa Tarahuan	1	3	4	0	0	0	1	3	4	13	5	18
	5	Jr. High Sc. Siddhapur	1	3	4	0	0	0	1	3	4	11	16	27
	6	Jr. High Sc. Khoh	1	3	4	0	0	0	1	3	4	13	7	20
	7	Jr. High Sc. Pahra	1	2	3	0	0	0	1	2	3	21	4	25
	8	Jr. High Sc. Sapha-2	1	0	1	0	2	2	1	2	3	2	2	4
	9	Jr. High Sc. Shivrapur-2	0	0	0	1	4	5	1	4	5	0	6	6
	10	Jr. High Sc. Senior Balika	0	0	0	2	2	4	2	2	4	0	16	16
	11	Jr. High Sc. Naya Bazar	0	0	0	2	4	6	2	4	6	0	30	30
	12	Jr. High Sc. Ragauli	1	2	3	0	0	0	1	2	3	16	2	18
	13	Jr. High Sc. Barwara	1	2	3	0	0	0	1	2	3	14	6	20
	14	Jr. High Sc. Kanthipur	1	2	3	0	0	0	1	2	3	2	4	6
	15	Jr. High Sc. Rehutiya	1	3	4	1	0	1	2	3	5	9	10	19
PAHADI	16	Jr. High Sc. Pahadi-2	0	1	1	1	2	3	1	3	4	14	8	22
	17	Jr. High Sc. Bakta Bujurga	1	2	3	0	0	0	1	2	3	15	3	18
	18	Jr. High Sc. Sardhua	1	1	2	0	0	0	1	1	2	34	0	34
	19	Jr. High Sc. Sardhua-2	1	0	1	0	1	1	1	1	2	0	24	24
	20	Jr. High Sc. Arki	0	2	2	0	0	0	0	2	2	18	11	29
	21	Jr. High Sc. Chakaondha	1	3	4	0	0	0	1	3	4	28	0	28

Name of the Block	S. No.	Name of the School	No. of the teachers									No. of Students		
			Male			Female			Total					
			Science	Art	Total	Science	Art	Total	Science	Art	Total	Boys	Girls	Total
PAHADI	22	Jr. High Sc. Chakaondha-2	0	0	0	1	3	4	1	3	4	0	18	18
	23	Jr. High Sc. Hardoli	1	1	2	0	1	1	1	2	3	11	8	19
	24	Jr. High Sc. Arjunpur-2	0	0	0	1	2	3	1	2	3	0	16	16
	25	Jr. High Sc. Ashoh	1	2	3	0	0	0	1	2	3	24	4	28
	26	Jr. High Sc. Gadaoli	0	1	1	0	0	0	0	1	1	17	1	18
	27	Jr. High Sc. Derseda	1	1	2	0	0	0	1	1	2	15	0	15
	28	Jr. High Sc. Darseda-2	1	1	2	0	0	0	1	1	2	0	8	8
	29	Jr. High Sc. Nandi-2	1	1	2	0	1	1	1	2	3	0	7	7
	30	Jr. High Sc. Bhadedu	1	0	1	0	0	0	1	0	1	12	7	19
	31	Jr. High Sc. Surwal	0	2	2	0	0	0	0	2	2	16	2	18
	32	Jr. High Sc. Pahadi	1	2	3	1	1	2	2	3	5	11	0	11
MAU	33	Jr. High Sc. Mau-2	0	2	2	1	1	2	1	3	4	0	29	29
	34	Jr. High Sc. Mandaur	1	2	3	0	0	0	1	2	3	19	7	26
	35	Jr. High Sc. Chhivlaha-2	0	0	0	0	2	2	0	2	2	0	9	9
	36	Jr. High Sc. Lalta Road	1	1	2	0	0	0	1	1	2	8	3	11
	37	Jr. High Sc. Khandeha-2	1	2	3	0	0	0	1	2	3	0	32	32
	38	Jr. High Sc. Chakaur	0	3	2	0	0	0	0	3	3	16	11	27
	39	Jr. High Sc. Chitrawar	0	1	1	0	1	1	0	2	2	13	3	16
	40	Jr. High Sc. Mankunwar	1	1	2	0	0	0	1	1	2	11	13	24
	41	Jr. High Sc. Kotrakhambha	0	2	2	0	0	0	0	2	2	29	5	34
	42	Jr. High Sc. Bargad	1	1	2	0	0	0	1	1	2	0	29	29
	43	Jr. High Sc. Khaptiha	1	1	2	0	0	0	1	1	2	14	0	14

Name of the Block	S. No.	Name of the School	No. of the teachers									No. of Students		
			Male			Female			Total			Boys	Girls	Total
			Science	Art	Total	Science	Art	Total	Science	Art	Total			
MANIKPUR	44	Jr. High Sc. Bhauri-2	0	0	0	1	3	4	1	3	4	0	17	17
	45	Jr. High Sc. Pancha Purwa	1	2	3	0	0	0	1	2	3	6	7	13
	46	Jr. High Sc. Raipura-2	0	0	0	1	1	2	1	1	2	0	10	10
	47	Jr. High Sc. Agarahuda-1	1	3	4	0	0	0	1	3	4	29	4	33
	48	Jr. High Sc. Agarahuda-2	1	3	4	0	0	0	1	3	4	0	9	9
	49	Jr. High Sc. Manikpur-2	0	0	0	1	4	5	1	4	5	0	21	21
	50	Jr. High Sc. Char	0	1	1	0	0	0	0	1	1	11	16	27
	51	Jr. High Sc. Gadchapa-2	1	1	2	0	0	0	1	1	2	19	14	33
	52	Jr. High Sc. Mara Chandra	1	1	2	0	0	0	1	1	2	11	9	20
	53	Jr. High Sc. Saraiyan	0	0	0	1	1	2	1	1	2	0	22	22
	54	Jr. High Sc. Saraiyan-2	1	1	2	0	0	0	1	1	2	35	4	39
TOTAL			35	70	105	15	40	55	50	110	160	565	510	1075

अध्यापक कृत्य सन्तुष्ट मापनी (JST)

(प्राइमरी स्कूल के अध्यापकों के लिए)

Teacher's Job Satisfaction Scale

(For Primary School Teachers)

By

Dr. S. K. Saxena

Education Dept., D. B. S. College, Kanpur

और न ही

नाम

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संस्था का नाम

पता लगाने
है या आप
उत्तर दिये

पू० अक्ष०

निर्देश—इस मापनी में अध्यापन कृत्य के बारे में कुछ प्रश्न दिये हैं। प्रत्येक प्रश्न का उत्तर 'हाँ' या 'नहीं' पर देना है। अगर आप किसी प्रश्न का उत्तर 'हाँ' में देते हैं तो आपको 'हाँ' पर गोला बनाना है तथा इसी प्रकार उत्तर 'नहीं' है तो 'नहीं' पर गोला लगाना है। प्रत्येक प्रश्न का उत्तर आपको अपनी सहमति के आधार पर देना है। आपके उत्तर पूर्ण रूप से गोपनीय रखे जावेंगे।

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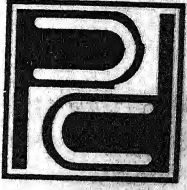
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	प्राप्तांक	
	हाँ	नहीं
1. सम्पूर्ण शिक्षा में 'प्राथमिक शिक्षा' रीढ़ की हड्डी के समान है। यही कारण है कि मैंने इस व्यवसाय का चयन किया है।	()	()
2. शिक्षण व्यवसाय शिक्षक को मानसिक-शक्ति प्रदान करता है।	()	()
3. केवल शिक्षक ही राष्ट्र के भविष्य का निर्धारण कर सकते हैं।	()	()
4. शिक्षक की सफलता, उसके विद्यार्थियों की सफलता पर निर्भर करती है।	()	()
5. शिक्षक के लिए शिक्षण-कृत्य एक सम्मानित व्यवसाय है।	()	()
6. बेरोजगारों के लिए शिक्षण कार्य करना उचित-कार्य है।	()	()
7. स्कूल की प्रबन्ध समिति-शिक्षकों के साथ अच्छा व्यवहार करते हैं।	()	()
8. वही व्यक्ति स्कूल मास्टर बनता है जिसमें आगे बढ़ने की दूरदर्शिता होती है।	()	()
9. हैडमास्टर को चाहिए कि वे मास्टर्स को योग्यताओं का उचित उपयोग करें।	()	()
10. स्कूल प्रशासन के लिए यह आवश्यक है कि शिक्षकों की राय को भी महत्व देना चाहिए।	()	()
11. स्कूल के मास्टर्स को इतनी तनख्वाह मिलनी चाहिए कि वे उचित जीवन-स्तर को बनाए रखें।	()	()
12. स्कूल में कार्य करने का समय मेरे लिए ठीक है।	()	()
13. वर्तमान कार्य से, मैं अच्छे परिणाम निकाल सकता हूँ।	()	()
14. मेरी सर्विस अन्य सर्विसों की अपेक्षा अधिक सुरक्षित है।	()	()
15. मेरे सहयोगी मेरे कार्य में सहायक हैं।	()	()
16. मैं स्कूल में अधिक कार्य करने से सन्तुष्ट का अनुभव करता हूँ।	()	()
17. मैं अनुभव करता हूँ कि मैं पूरा उत्तरदायित्व से कार्य करता हूँ।	()	()
18. मेरे सहयोगी भी मेरी खुशी में आनन्द होते हैं।	()	()
19. मुझे अपने स्कूल में उचित सम्मान प्राप्त होता है।	()	()
20. मैं अनुभव करता हूँ मेरा कार्य आरामदायक है।	()	()
21. मेरा कार्य काफी रुचिपूर्ण है।	()	()
22. क्या आप इस कार्य को मिलने से भाग्यशाली का अनुभव करते हैं।	()	()
23. क्या आप अनुभव करते हैं कि संस्था में अच्छा कार्य करने से आपको अच्छे परिणाम प्राप्त होते हैं?	()	()
24. क्या आप अनुभव करते हैं कि आपको अपने कार्य के अनुसार तनख्वाह मिल रही है?	()	()
25. क्या आप अपनी संस्था पर गर्व का अनुभव करते हैं?	()	()
26. क्या आप अनुभव करते हैं कि आपकी संस्था के अध्यक्ष तटस्थ व्यक्ति हैं?	()	()
27. क्या आप अपनी संस्था के सामान्य कार्य-स्तर से सन्तुष्ट हैं?	()	()
28. क्या आप अनुभव करते हैं कि आपकी संस्था की व्यवस्थापक कमेटी आपकी भलाई में रुचि रखती है?	()	()
29. क्या आप अपनी पदोन्नति के अवसरों से असुरक्षित समझते हैं?	()	()



TAT

by
Drs. JAI PRAKASH and R. P. SRIVASTAVA

निर्देश

1. निम्नलिखित निर्देशों को ध्यान पूर्वक पढ़िये।
2. यदि निर्देशों में कोई वाक्य समझ में न आये तो परीक्षक से अवश्य पूछ लीजिये।
3. कृपया उत्तर-पत्र में अपना नाम, योग्यता, आयु, पद आदि, स्पष्ट लिखिये। इस पुस्तिका में न तो कुछ लिखिये और न ही किसी प्रकार का चिन्ह बनाइये।
4. उत्तर देने समय सामान्य परिस्थिति के विषय में सोचिये, किसी विशेष स्थिति का विचार न कीजिये।
5. उत्तर देने के लिए समय का कोई बन्धन नहीं है, किन्तु जितनी शीघ्रता से हों, काम कीजिये।
6. कृपया प्रत्येक वक्तव्य का उत्तर दीजिये।

उत्तर लिखने की विधि

इस पुस्तिका में 150 वक्तव्य दिये गये हैं जिनके द्वारा आपके अव्यापन सम्बन्धी विचारों का पता लगाने का प्रयत्न किया गया है। प्रत्येक वक्तव्य को पढ़िये और निर्णय कीजिए कि आपका क्या विचार है या आप कैसा अनुभव करते हैं। जैसा भी आपका विचार हो या जैसा भी आप अनुभव करते हों वैसा अपना उत्तर दिये हुए उत्तर-पत्र पर यथा-स्थान लिखिये।

यदि आप दिये हुए वक्तव्य से पूर्ण सहमत हों तो पू० स० के नीचे बने खाने में सही का (✓) चिन्ह बना दीजिए।

यदि आप दिये हुए वक्तव्य से सहमत हों तो स० के नीचे बने खाने में सही का चिन्ह बना दीजिए।

यदि आप अनिश्चित या द्विविधा में हों, तो द्वि० के नीचे बने खाने में सही का चिन्ह बना दीजिए।

यदि आप दिये हुए वक्तव्य से असहमत हों तो अस० के नीचे बने खाने में सही का चिन्ह बना दीजिए।

यदि आप दिये हुए वक्तव्य से पूर्ण असहमत हों तो पू० अस० के नीचे बने खाने में सही का चिन्ह बना दीजिए।

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जब तक कहा न जाय, कृपया पन्ना मत उलटिये

भाग (PART) 1

1. बहुधा अध्यापक को दूसरे के साथ काम करने एवं दूसरों के लिए काम करने में आनन्द मिलता है ।
2. सामान्यतया अध्यापक को दूसरों का सहयोग प्राप्त करने में सफलता मिलती है ।
3. विद्यालय में और विद्यालय के बाहर दूसरे व्यक्तियों को अध्यापक की आवश्यकता होती है ।
4. कक्षा के नियम और उपनियम ऐसे होने चाहिए कि कोई भी उनका उल्लंघन न कर सके ।
5. अधिकांशतः विद्यार्थी अध्यापकों को परेशान व नाराज करने के लिए ही दुर्व्यवहार करते हैं ।
6. छात्रों को अपने अध्यापकों से खुले रूप में असहमत हो सकने का अधिकार है ।
7. यह संसार सहयोग की भावना पर ही चलता है ।
8. अच्छी व्यवस्था के लिए दृढ़ शासन की आवश्यकता होती है ।
9. विद्यालय की व्यवस्था में छात्र परिषद् का सहयोग अधिक अच्छा है ।
10. समाज हमारे लिए है और हम समाज के लिए हैं ।
11. यह आशा नहीं करनी चाहिए कि छात्रों को विद्यालय में विनोद मिलेगा ।
12. आजकल भी प्राचीन काल की तरह छात्रों को कठिन दण्ड देने की आवश्यकता है ।
13. बहुत से विद्यार्थी अध्यापक के लिए बहुत-सी चीजें सरल बना देने का प्रयास करते हैं ।
14. विद्यालय के प्रबन्ध एवं व्यवस्था का उत्तरदायित्व केवल उसके प्रधानाध्यापक पर होता है ।
15. छात्रों को अध्यापक की सभी बातों को मानना चाहिए क्योंकि अध्यापक कक्षा में सर्वोपरि है ।

भाग (PART) 2

16. अध्यापक समाज में विनम्र एवं विचारशील होने का प्रयास करता है ।
17. यदि बच्चे की व्यवस्था करने में अभिभावक असमर्थ हो तो अध्यापक द्वारा यह कार्य पूरा नहीं किया जा सकता ।
18. बहुत से विद्यार्थी, जब उन्हें स्वयं पर छोड़ दिया जाता है, अधिक प्रयत्नशील हो जाते हैं ।
19. सभी बच्चों की एक साथ कक्षा-वृद्धि कर देने से उनके अर्जित ज्ञान का स्तर गिरता है ।
20. जो अध्यापक अधिक लोकप्रिय होते हैं वे सम्भवतः अपने विद्यार्थी को अधिक अच्छी तरह समझते हैं ।
21. अधिकतर अध्यापक अपने छात्रों के प्रति बहुत ही उदार होते हैं ।
22. यदि बच्चों को उन्हीं के ऊपर छोड़ दिया जाय तो वे अपने लिए स्वयं विचार करेंगे ।
23. बच्चों के संवेगात्मक जीवन तथा उससे सम्बन्धित समस्याओं पर ध्यान देना चाहिए ।
24. अध्यापकों को अपने छात्रों की घरेलू परिस्थितियों की जानकारी भी रखनी चाहिए ।
25. बच्चों की रुचि को स्कूल के काम का आधार बनाना व्यावहारिक नहीं है ।

पू० स०=पूर्ण सहमत,

स०=सहमत,

द्वि०=द्विविधा,

अस०=असहमत,

पू० अस०=पूर्ण असहमत

26. बहुत से बच्चों में अत्यधिक कल्पना पाई जाती है।
27. अध्यापक को लड़ाकू और उदण्ड बालकों पर विशेष ध्यान देना पड़ता है।
28. सब बच्चे, बच्चे हैं अतः उनकी समस्याओं का समाधान सामूहिक ढंग से कर देना चाहिए।
29. यह सम्भव नहीं है कि अध्यापक कक्षा के सभी छात्रों की कठिनाइयों को जान सकें।
30. बालकों की वैयक्तिक भिन्नताओं को ध्यान में रखकर पढ़ाना सम्भव नहीं है।

भाग (PART) 3

31. कोई चीज गलत भी हो जाती है तब भी अध्यापक अपने ऊपर संयम रखते हैं।
32. अध्यवसायी छात्र निश्चय ही किसी के धैर्य को हिला देते हैं।
33. कुछ ऐसे भी क्षण होते हैं जब अध्यापक विद्यार्थी के प्रति धैर्य खो दें, तो उसे दंड नहीं दिया जा सकता।
34. बहुधा अध्यापक बार-बार बालकों को एक ही चीज समझाने में असफल होने पर क्रुद्ध एवं अप्रसन्न हो जाते हैं।
35. कक्षा में मन्द बुद्धि के बालक अध्यापक के लिए एक विकट समस्या उत्पन्न कर देते हैं।
36. अध्यापक के चारों ओर घर, विद्यालय, समाज तथा स्वयं की समस्या ही समस्या है। उन पर विजय पाकर वह अपने पवित्र कार्य में धैर्य पूर्वक संलग्न रहता है।
37. कभी-कभी प्रखर बुद्धि के बालक अनुशासन सम्बन्धी असाध्य समस्या उत्पन्न कर देते हैं।
38. बहुधा असफलतायें सफलताओं से अधिक श्रेष्ठकर प्रमाणित होती हैं।
39. अध्यापक पर बालक, समाज और राष्ट्र के प्रति इतने अधिक उत्तरदायित्व हैं कि यदि वे अपना धैर्य खो भी दें, तो अनुचित नहीं है।
40. अध्यापक के बार-बार सुधारने पर भी यदि बालक नहीं सुधरता, तो अध्यापक भी उसकी परवाह नहीं करता।
41. कभी-कभी अध्यापक अपने घर का क्रोध स्कूल में बालकों पर उतारा करते हैं।
42. अध्यापक परीक्षा काल में अपने धैर्य एवं संलग्नता को बनाए रखते हैं।
43. बालक सुयोग्य नागरिक बनने के पथ पर हैं, इसलिए अध्यापक धीरे-धीरे धैर्य पूर्वक उन्हें आगे बढ़ाते हुए चलता है।
44. सामाजिक और आर्थिक समस्याओं में फँसकर अध्यापक भी अपना धैर्य खो बैठते हैं।
45. बहुधा अध्यापक विद्यालय के प्रति अपना क्रोध अपने बाल-बच्चों पर उतारा करते हैं।

भाग (PART) 4

46. अध्यापक नये विचार तथा नवीन विधियों को जानना और उनका प्रयोग करना पसन्द करते हैं।
47. एक अध्यापक से यह आशा नहीं करनी चाहिए कि वह अपने सायंकालीन मनोरंजन की बलि देकर एक विद्यार्थी के घर जाकर मिले।
48. अध्यापक भी गलत हो सकता है जैसे कि छात्र।
49. बालकों में तीव्र जिज्ञासा पाई जाती है।
50. व्यक्तिगत उद्देश्य और सामाजिक उद्देश्य एक दूसरे के पूरक हैं।

पू० स० = पूर्ण सहमत, स० = सहमत, द्वि० = द्विविधा, अस० = असहमत, पू० अस० = पूर्ण असहमत

51. शिक्षा प्रत्येक बालक को समाज में रखकर उसकी विशेषताओं को विकसित कर उसे समाजोपयोगी बनाती है।
52. अध्यापक बालक, विद्यालय, समाज और सरकार के प्रति उत्तरदायी होते हैं।
53. अध्यापक बालकों के उचित विकास के लिए उपयुक्त वातावरण निर्मित करते हैं।
54. वास्तव में अध्यापक शिशुओं, बालकों, किशोरों और प्रौढ़ों में रुचि रखते हैं।
55. कक्षा में बच्चों को जितनी स्वतन्त्रता दी जाती है उससे अधिक देनी चाहिए।
56. शिक्षा का रूप समय और परिस्थितियों के अनुसार परिवर्तित होता रहता है।
57. अध्यापक विद्यालय में शिक्षक, खेल के मैदान में खिलाड़ी और समाज में सामाजिक कार्यकर्ता के रूप में रहते हैं।
58. बहुधा बालक कक्षा में अधिक सामाजिक होते हैं।
59. अक्षर ज्ञान को शिक्षा कहना गलत है।
60. अध्यापक का अध्यापन क्षेत्र केवल पुस्तकों तक ही सीमित नहीं रहता बल्कि इसके आगे भी होता है।

भाग (PART) 5

61. अध्यापक अपने व्यवहार में ईमानदारी तथा निष्पक्षता के ऊँचे विचार रखते हैं।
62. बच्चों के बारे में निर्णय 'देखकर' करना चाहिये न कि 'सुनकर'।
63. अध्यापक में भी कुछ न कुछ कमी होती है।
64. बालकों पर जो प्रतिबन्ध लगाए जाएँ उनका कारण उन्हें बता देना चाहिए।
65. धोखेबाजी द्वारा प्रकट होने वाली बेईमानी सम्भवतः नैतिक अपराधों में सबसे अधिक गम्भीर है।
66. न्याय एवं निष्पक्ष व्यवहार ही कक्षा के अनुशासन को सुव्यवस्थित करते हैं।
67. सत्य, अहिंसा, प्रेम और न्याय ही समाज के चार आधार स्तम्भ हैं, इन्हीं पर समाज खड़ा हुआ है।
68. अध्यापक निर्धन एवं दुर्बल विद्यार्थियों को सम्भवतः अधिक अंक दे दिया करते हैं, जिससे उनका वर्ष बेकार न जाने पाए।
69. आधुनिक युग की सबसे बड़ी माँग है निष्पक्षता और ईमानदारी।
70. कुछ धनी एवं प्रतिष्ठित व्यक्तियों के बालकों को अपेक्षाकृत अधिक अंक मिल जाया करते हैं।
71. अध्यापक ज्ञान का वह महासागर है जिसमें अगणित नदियाँ बिना कुछ सोचे समझे मिला करती हैं।
72. स्वभाविक रूप से बालक बहुत ही अच्छे पढ़ा होते हैं किन्तु वातावरण के कारण बुरे बन जाते हैं।
73. वर्गहीन समाज की स्थापना अध्यापक के हाथ में है।
74. छात्र के मूल्यांकन करने में उसकी अवाप्ति (attainment) तथा प्रयत्न में भेद नहीं करना चाहिए।
75. छात्र द्वारा प्राप्त अंकों एवं डिवीजन को दण्ड के फलस्वरूप कम नहीं करना चाहिए।

भाग (PART) 6

76. अध्यापक के विचार तथा उसकी योजनायें दूसरों में अनुकरण की प्रवृत्ति उत्पन्न करती हैं।
77. अध्यापक अपने कार्य में सावधानी, सम्पूर्णता और यथार्थता का ध्यान रखते हैं।
78. अध्यापक को जितना वेतन मिलता है उससे अधिक काम करने की अपेक्षा नहीं करनी चाहिए।
79. अधिकांश छात्र अपने अध्यापकों का ख्याल रखते हैं।
80. विद्यार्थी की असफलता के लिए अध्यापक कदाचित ही दोषी रहते हैं।
81. निर्भीक होने की अपेक्षा लज्जाशील होना अधिक उचित है।
82. सम्भवतः अध्यापक विद्यार्थी के गन्दे और भद्दे वाक्य लिखने को अत्यधिक गम्भीर दोष मानते हैं।
83. सादा जीवन और उच्च विचार अध्यापक का भूषण है।
84. आज भी चरित्र सर्वोपरि है।
85. कार्य करते रहने की प्रवृत्ति की कमी ही सम्भवतः असफलता का सबसे प्रमुख कारण है।
86. अध्यापक की वेष-भूषा तथा आकार-प्रकार सामान्यतया प्रशंसनीय रहते हैं।
87. शिक्षक को धन एवं स्वास्थ्य की अपेक्षा सम्मान अधिक प्रिय होता है।
88. अध्यापक एक सामान्य प्राणी है, उसमें भी चारित्रिक दोष हो सकते हैं।
89. बहुधा सभी अध्यापक निडर और निर्भीक होते हैं।
90. कर्त्तव्य और अधिकार में अध्यापक को आज अधिकार चाहिए।

भाग (PART) 7

91. अध्यापक दूसरों को निर्देश देने तथा अनुशासन रखने में समर्थ होते हैं।
92. अधिकांश बालक आज्ञाकारी होते हैं।
93. साधारण अनुशासन की समस्या को गम्भीर बनाने की अपेक्षा सरलता से कभी-कभी हँसी में सुलझा देना चाहिए।
94. यदि अध्यापक कक्षा में किसी बात पर छात्रों के साथ हँसता है तो कक्षा नियन्त्रण के बाहर हो जाती है।
95. कक्षा में अच्छा अनुशासन स्थापित करने के लिए अध्यापक को कठोर होना चाहिए।
96. अनुशासन सम्बन्धी समस्याओं को रोकने की अपेक्षा उनका सुलझाना अधिक आसान है।
97. अनुशासन सम्बन्धी कठिन समस्या के लिए अध्यापक का दोष बहुत कम होता है।
98. अनुशासन रखना समस्या नहीं है, जबकि अधिकतर अध्यापकों का कहना है कि यह एक बड़ी समस्या है।
99. छात्र अध्यापक को परेशान करना चाहते हैं।
100. कक्षा से भागने वाले विद्यार्थियों के प्रति सहानुभूति प्रदर्शित नहीं करनी चाहिए।

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101. कक्षा को नियमानुकूल रखने पर बहुत जोर दिया जाता है।
102. गन्दे तथा भद्दे वाक्य लिखते हुए पाए जाने वाले छात्रों को कड़ी सजा देनी चाहिए।
103. बच्चों को यह सीखना चाहिए कि वे बिना प्रश्न किये ही बड़ों की आज्ञा मानें।
104. वाह्य अनुशासन स्व-अनुशासन से अधिक अच्छा है।
105. आजकल अधिकतर अध्यापक अनुशासित न होकर दूसरों को अनुशासित करने पर अधिक जोर दिया करते हैं।

भाग (PART) 8

106. कक्षा में कभी-कभी छात्र बहुत ऊबते हैं।
107. अध्यापक का वेतन और सम्मान दोनों कम हैं, पर वे निराश नहीं होते हैं।
108. अध्यापन-कार्य नीरस होता है।
109. अध्यापन-कार्य भी एक विचित्र व्यवसाय है, जिसमें सदैव बच्चों के साथ रहकर बच्चे ही बने रहना पड़ता है।
110. अध्यापक एक बाल-वाटिका का माली है, वह दिन-प्रतिदिन उनके फलने-फूलने की आशा करता है।
111. प्रायः शिक्षक अपने व्यवसाय से सन्तुष्ट नहीं रहते हैं।
112. बहुधा अध्यापक स्वयं प्रसन्न मुद्रा में रहते हैं और दूसरों को प्रसन्न बना देते हैं।
113. अध्यापक अपने कार्य एवं विचारों में विश्वास रखते हुए उत्तरोत्तर उन्नति की आशा करते हैं।
114. अध्यापक स्वतः नये वातावरण में बड़ी सुगमतापूर्वक अपने को अनुकूल बना लेते हैं।
115. सामान्यतः अध्यापक प्रत्येक कार्य के आशायुक्त पक्ष की ओर देखते हैं।
116. अध्यापक स्वयं योजना बनाते हैं और उसे क्रियान्वित कर शुभ लाभ की आशा करते हैं।
117. अध्यापक वर्तमान से सन्तुष्ट होकर सदैव सुन्दर भविष्य की आशा करते हैं।
118. अध्यापक विनोदमय वातावरण में रहते हैं और उसको उत्पन्न करते हैं।
119. कर्म पर ही अधिकार है, इस प्रकार की भावना बहुधा अध्यापक के लिये कोरी कल्पना ही होती है।
120. आज के युग में यदि अध्यापक अपने व्यवसाय और जीवन के प्रति उदासीन रहें तो उन्हें दोषी नहीं कहा जा सकता।

भाग (PART) 9

121. विद्यालय की साहित्यिक तथा अन्य प्रकार की गोष्ठियों में अध्यापक का भाग लेना आवश्यक है।
122. अध्यापक का अधिकांश समय अध्ययन और अध्यापन में न व्यतीत होकर अन्य कार्यों में व्यतीत होता है।
123. अध्यापक के पास एक निजी छोटा पुस्तकालय होना चाहिए।
124. जैसे बच्चे नई मिठाइयों को देखकर ललचा जाते हैं, वैसे ही अध्यापक नई पुस्तकों को देख कर।
125. समाचार-पत्रों का पठन अध्यापक की एक दैनिक प्रक्रिया है।

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126. अध्यापक जीवन-पर्यन्त विद्यार्थी बने रहते हैं।
127. पुस्तकें अध्यापक की पूँजी हैं।
128. विद्वत् मंडली में अध्यापक सम्मिलित होकर आनन्द का अनुभव करते हैं।
129. अध्यापक अपनी मासिक आय का एक छोटा भाग पुस्तकें तथा मैगजीन खरीदने में व्यय नहीं करते।
130. ज्ञान वह प्रकाश है जिससे सारा संसार आलोकित होता है।
131. यह कहना ठीक नहीं है कि अध्यापक के सच्चे मित्र उनकी पुस्तकें होती हैं।
132. अध्यापकों से यह आशा नहीं करनी चाहिए कि वह अपना समय और धन कहीं दूर आयोजित सभा एवं गोष्ठी में सम्मिलित होने के लिए व्यय करें।
133. सामान्यतया अध्यापक अपने अध्ययन काल में अपने वर्ग के औसत छात्रों से ऊपर रहते हैं।
134. अध्यापक को अध्ययन के लिए समय नहीं मिलता।
135. बहुधा अध्यापक को अपने बारे में जानकारी नहीं रहती।

भाग (PART) 10

136. अध्यापक में स्फूर्ति एवं शक्ति का कोष संचित रहता है।
137. अध्यापक केवल पुस्तकीय ज्ञान देने वाला ही नहीं बल्कि प्रेरणा का केन्द्र है।
138. सम्भवतः प्रेरणा एवं अध्यवसाय की कमी ही असफलता के प्रमुख कारण हैं।
139. जो छात्र अपने कार्य क्षेत्र में उत्साह, जोश और तल्लीनता दिखाते हैं, उन्हें अध्यापक भी चाहते हैं।
140. अध्यापक अन्य कर्मचारियों की भाँति एक कर्मचारी नहीं है, बल्कि वह एक समाज सुधारक तथा नेता है।
141. अधिकांश अध्यापक अपने विचारों को स्पष्ट एवं प्रभावोत्पादक ढंग से प्रकट नहीं कर पाते।
142. आज के अध्यापक से यह आशा नहीं करनी चाहिए कि वह विद्यालय के साथ-साथ समाज में भी अपना कार्य क्षेत्र रखे।
143. अध्यापक अपने कार्य में पूर्ण सावधानी बरतते हैं।
144. बालक एक पुस्तिका है, अध्यापक को उसका अध्ययन शुरू से अन्त तक करना चाहिए।
145. बालक स्फूर्ति, तेज और शक्ति के संगम हैं।
146. अध्यापक अपने व्यवसाय की ही भाँति आलसी और सुस्त हो जाते हैं।
147. अध्यापक नित्य प्रति अपनी बालवाटिका को नवीन पुष्पों से सुसज्जित करने के लिये प्रयास करते रहते हैं।
148. अध्यापक उत्साह तथा जोश में छात्रों से पीछे रहते हैं।
149. बहुधा अध्यापक बालकों में जिज्ञासा जगाने में असफल रहते हैं।
150. वे अध्यापक जिनमें उत्साह का अभाव रहता है, अपने अध्यापन कार्य में सफल प्रतीत होते हैं।

